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CONTENTS

The Validity of Bases for Forming Ability Groups
Grayson N. Kefauver 99

Lessons in Our Schools: IV. A Lesson in History
Edwin H. Reeder 115

Contrasts in Education: II. Education and Philosophy
Frederick J. E. Woodbridge 121

Materials and Books Suitable for Use in Remedial Reading
Jane Mingo 137

Selecting and Teaching a Unit of Work *Tompsie Baxter* 148

New Studies in Education 161

College News 170

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VOLUME XXXI NUMBER 2

Teachers College
RECORD

November 1929

THE VALIDITY OF BASES FOR FORMING ABILITY GROUPS

By GRAYSON N. KEFAUVER
Associate Professor of Education, Teachers College

I. RECOGNITION OF INDIVIDUAL DIFFERENCES

THE increase in the variability of the interests and capacities of pupils, associated with the increased popularization of secondary education, gives rise to one of the most pressing problems of secondary school administration. It is not possible to recognize adequately the needs of all the individuals in a heterogeneous class group by adapting the work to the average. The criticism is frequently heard that the influx of large numbers of pupils of less capacity has caused a lowering of the standards for the more capable pupils, thereby putting in hazard their opportunity for an effective education.

Obviously, the most complete adaptation to individual needs is made possible by a program of individualized instruction. Complete individualization, however, is used in a comparatively small number of schools. A recent survey by Sorenson [1] disclosed that only 10.6 per cent of the schools included in the investigation reported use of individual instruction for the brighter pupils and 23.6 per cent for the less capable pupils. A much larger percentage of schools indicated use of homogeneous grouping, 63.3 per cent for the more capable and 73.4 per cent for the less capable pupils. Whatever the merits

[1] Sorenson, Herbert, "Evaluation of Some Factors for the Control of Junior-High-School Pupils," p. 26. Unpublished Doctor's thesis, University of Minnesota, 1928.

of the two procedures, the division of pupils into homogeneous groups is used much more widely.

II. BASES FOR DISTRIBUTING PUPILS TO ABILITY GROUPS

Pupils are distributed to ability groups on many different bases, among them being mental tests, standardized achievement tests, special aptitude tests, teachers' judgments of intelligence, teachers' judgments of personal traits, school marks in one or more previous grades, chronological age, sex, and others. Dvorak [2] found that of 86 schools, 58 used teachers' judgments, 45 used mental tests, 27 used educational tests, 53 used a test of some kind, and 5 used teachers' judgments alone. He also found that "20 of the 86 schools base their classification on one of the above criteria, 24 on two, 22 on three, 11 on four, and 9 on five or more of the criteria." [3] The great variation in practice indicates a lack of confidence in any single measure and also a lack of agreement as to the measures which are most effective.

III. EVALUATION OF BASES

Relationship to Purpose of Forming Groups. The evaluation of the bases for distributing pupils to ability groups should be made in relation to the purpose for forming the groups. The first attempts at segregating pupils were made to facilitate the teaching of the same content to all groups, especially to permit each group to progress at its own rate. More recent practice in some schools entails provision for different content for the pupils of higher and lower capacity. One school, familiar to the writer, developed a content in English literature for the less capable group which was largely different from the college-preparatory literature for the brighter group. In fact, credits obtained from the study of the literature arranged for the less capable pupils were not acceptible for college entrance. Even though the credits could be made acceptable for this purpose by doing certain additional work, assignment of a pupil to this lower group resulted in a handicap in carrying out any plans for a college education. It is not the intent to question the desirability of this program. On the contrary, the writer believes it to be desirable and suggestive of a

[2] Dvorak, August, "Recognition of Individual Differences in the Junior High School." *School Review* (November, 1922), Vol. XXX, pp. 679-685.
[3] *Ibid.*, p. 681.

practice which will be more common in the future in adapting the content to widely different groups of pupils in the subjects studied by all. The purpose in describing this innovation here is to point out the increased seriousness of placing pupils in ability groups when the placement has such far-reaching import. It means that all the factors must be considered, and a careful study must be made of the individuals before allocating them in this way. Even though there is no deliberate intent to make a modification in the content of the subjects for the different groups, the contrasts in the knowledge and capacity of the pupils will cause considerable variation in emphasis and in the materials covered.

Reduced Variability in Achievement Chief Objective. Homogeneous grouping represents an attempt to secure groups as similar as possible in their educational needs and in their capacity to handle the work in the various courses. To secure the maximum homogeneity would probably require a different distribution of pupils for each of the subjects, partly because of the variation in the specialized abilities which are required in the different subjects [4] and partly because of the variation in the efficiency of the earlier training in the subjects represented. Criticism of ability grouping because of reported failure to reduce the range of achievement within each of the ability groups can probably be explained by the inadequacy of the basis used to segregate the pupils. While published data are not available to describe the extent of reduction in variability of achievement through grouping by ability, persons teaching and making close contact with the work done in these groups when formed with care will claim greater homogeneity for them. The issue is clearly one of choosing adequate bases differentiating between those with capacity for greater and less achievement. The problem of evaluating bases for distributing pupils to ability groups is one of determining the measures of the individual which give the most accurate prediction of success in subjects and in the general school program. Those measures, or combinations of measures, which indicate with greatest accuracy the success of the pupils will provide greatest homogeneity when used to segregate them.

[4] Hull indicates that ". . . the extent of trait differences within the average individual was found to approach rather closely the amount of difference found in a normal group in respect to any single trait." (From *Aptitude Testing* by Clark L. Hull. World Book Company, Yonkers-on-Hudson, 1928, p. 47.)

The Use of Judgments of Teachers. A number of procedures have been used to measure the accuracy of the distribution of pupils to ability groups. Pickell [5] had the teachers indicate, according to their judgment, the number of pupils in each of the groups that were improperly assigned. He reports that, "The records show that not more than five to ten per cent of the pupils need to be transferred from one group to another." [6] This procedure, while serviceable if a better basis is not feasible, is subjective and does not lend itself to a comparison of different methods. Also, teachers have been accustomed to handling classes with pupils distributed over the whole range of ability and would be sensitive to extreme maladjustments only.

The Proportion Sectioned Correctly. A second method of evaluation was used by Brooks.[7] It utilized the number of pupils sectioned correctly or displaced one or two sections from the allocation determined by the measure of success. For the purpose of the investigation, Brooks divided the pupils into three groups according to scholarship in the seventh grade. These groups had no relationship to the "fairly homogeneous" sections in which the pupils were taught during the year. The distribution made on the basis of success was compared with hypothetical groupings of the pupils according to their standing on the measures being considered.

Correlation with Success. A third method of evaluation utilizes the coefficient of correlation. The higher the relationship of a measure with success, the more accurate the prediction of the probable success of individuals and the more accurately will the measure distribute pupils to homogeneous groups. Consequently, studies by Fretwell,[8] Kelley,[9] Miles,[10] Ross,[11] and others furnish data which may be used when considering proper bases for grouping pupils.

[5] Pickell, Frank G., "Ability Grouping of Junior High School Pupils in Cleveland: Some Practical Aspects of the Problem." *Journal of Educational Research,* April, 1925, Vol. XI, pp. 244-253.

[6] *Ibid.,* p. 248.

[7] Brooks, Fowler D., "Sectioning Junior High School Pupils by Tests and School Marks." *Journal of Educational Research,* December, 1925, Vol. XII, pp. 359-369.

[8] Fretwell, E. K., *A Study in Educational Prognosis.* Contributions to Education, No. 99. Teachers College, Columbia University, 1919.

[9] Kelley, T. L., *Educational Guidance.* Contributions to Education, No. 71. Teachers College, Columbia University, 1914.

[10] Miles, W. R., *Comparison of Elementary and High School Grades.* Studies in Education, Vol. 1, No. 1, University of Iowa, 1911.

[11] Ross, C. C., *The Relation between Grade School Record and High School Achievement.* Contributions to Education, No. 166. Teachers College, Columbia University, 1925.

IV. IMPORTANCE AND DIFFICULTY OF OBTAINING AN ADEQUATE MEASURE OF SUCCESS

The most important and the most difficult phase of the validation of a measure or procedure is the development of an acceptable criterion. In this instance, the most perplexing problem concerns the measurement of success. After this is obtained, it is a simple task to relate the different factors to success and thereby obtain a measure of their effectiveness in predicting success and in distributing pupils to ability groups.

Teachers' Marks as Measure of Success. The most commonly used measure of success in school subjects is teachers' marks. Enough has been written about their unreliability—the difference in standards, the difference in factors considered in giving marks, and others—to make unnecessary a reiteration of this evidence here. Brooks has suggested that the marks for the term may be more accurate than the marks given for a single paper. After noting the high relationship obtained between sixth grade marks and the criterion of success in the seventh grade, he concludes it "indicates that accuracy of term marks should not be confused with that of marks assigned to a set of papers in English, mathematics, or history; that the former may be and doubtless are much more accurate than the latter." [12] However, the high relationship between sixth grade marks and the criterion of success in the seventh grade may be explained not by the accuracy of the marks alone, but, in part at least, by Brooks's use of the educational age on the Stanford Achievement Test as one-third of the criterion of success in the seventh grade. The Stanford Achievement Test, constructed for Grades 4 through 8, is as much a measure of the work done in the sixth and the preceding grades as in the seventh grade. Since the sixth grade marks and one-third of the criterion of success in the seventh grade represent in part a measure of the work done in the sixth grade, and both are influenced by the work done in the two preceding grades, one would expect the relationship to be high. The influence of this common element in the two variables is shown in Brooks's report by the higher relationship of the sixth grade marks with the criterion of success than with the teachers' marks for the seventh grade when considered apart from the Stanford Achievement Test.

[12] *Op. cit.*, p. 365.

Standardized Achievement Tests as Measures of Success. Standardized achievement tests are used alone or in connection with teachers' marks to measure success. They are also used indirectly as one of the bases considered by teachers in determining their marks. The validity of standardized achievement tests depends upon the extent to which the test covers the same content as the course in which the test is given. It is important, then, that the test be chosen which most nearly covers the materials included in the course. If the success of groups is compared, and the same test is used for all groups, it is essential that the content of the courses be similar. Otherwise, the variation in the standing of the groups may be dependent on the extent of agreement between the content of the course and the test, rather than on the degree of success of the pupils in handling the materials assigned in the course.

The New-Type Examinations as Measure of Success. The new-type examinations, or objective tests, constructed by the teacher and based upon the content of the course, represent a third procedure for measuring success. While these tests are not constructed with the care used in developing the standardized tests, they are based directly upon the content of the course. These tests have been used most frequently by teachers in obtaining objective information for determining their marks. The value of these tests was indicated by Wood [13] when he showed that the reliability of the marks in more than a dozen departments in Columbia College was raised from about .60 to an average of about .85 by the use of the new-type tests.

V. REPORT OF FRESNO INVESTIGATION

During the school year 1925-26, the writer was responsible for determining the bases for distributing pupils to ability groups in the seventh grade of the junior high schools in Fresno, California. It was considered desirable to use a number of bases for forming the groupings and to evaluate each by their relationship with the success of the pupils during their first semester in the junior high school. The different bases considered were: (1) average of school marks obtained in Grades 5 and 6; (2) teacher's estimate of capacity; (3) teacher's estimate of application; (4) Multi-Mental Test score;

[13] Wood, Ben D., "Relation of College Curricula to Educational and Vocational Guidance." *School Life*, March, 1925, Vol. X, p. 128.

(5) intelligence quotient obtained from score on the Multi-Mental Test; (6) Thorndike-McCall Reading Test T Score; (7) Woody-McCall Arithmetic Test Score; and (8) Monroe Reasoning (arithmetic) Test Score. The 110 pupils included in the investigation were taught in ability groups formed on the basis of a combination of the eight measures listed above with a weighting of two given to mental age and the average of school marks, and one to each of the others. To eliminate the influence of the differences in the size of the unit and in the zero point in combining the measures, they were converted into terms equivalent to the intelligence quotient by means of the following formula presented by Odell:[14]

$$S_1 = \frac{\sigma_1}{\sigma_2} S_2 + M_1 - \frac{\sigma_1}{\sigma_2} M_2$$

Measurement of Success. The success of the pupils in the three subjects, English, mathematics, and social science,[15] was measured by objective tests and a ranking of success by teachers. A canvass was made of the standardized achievement tests available for these subjects, but none of them was closely adapted to the content of these courses. The teachers, under the direction of the writer, undertook to construct a test on the particular content they taught during the semester. When the teacher of each of the ability groups presented the content she had treated, it was obvious that the same test could not be used in all three groups because of the adjustment that had been made to the needs of the pupils in each of the groups. Consequently, a test was constructed in each subject for each of the three ability groups, making nine tests in all. These tests contained questions of the completion, multiple-choice, matching, and true-false types.

The second method of measuring success was to have the teacher rank the pupils in each class according to her judgment of their relative achievement. The regular marks were not used because of the objections referred to above. The rankings of success were from 1 to 10. The most successful pupil in each class was rated 1, the least successful pupil was rated 10, and the other pupils of the class were distributed over the ten points of the scale. The rankings obtained from this procedure were based entirely upon a comparison of the

[14] Odell, C. W., *Educational Statistics*, p. 198. The Century Company, 1925.

[15] The composite of social studies developed by Rugg as used in the course will be referred to as social science.

pupils in a single class group. They represent a comparison of a pupil with other pupils instead of a comparison of a pupil with a vague standard of scholarship. The conditions making for invalidity of marks referred to in preceding paragraphs have been obviated by this procedure.

The two measures, the scores on the objective tests and the rankings by teachers, were combined to give a composite measure of success. In this combination, the rankings by teachers were given a weighting of two and the scores on the objective tests a weighting of one. The larger emphasis was given arbitrarily to the ranking by teachers since it was based on a number of tests, many of which were objective, and on observations in the classroom.

The measure of success is relative, defining the position of each individual in relation to the other members of the class group. There is no way of comparing the success of pupils in one group with that for the other groups, since the measure is obtained in each case from a different test and a special ranking by the class teacher. While this fact represents the chief strength of the procedure for measuring success, it presents certain difficulties in combining the data for the total group of pupils. It requires that each class group be considered as a separate unit and that an appropriate statistical combination and treatment be given to the findings to provide the basis for generalization.

Correlation of Factors with Success. The coefficient of correlation was obtained between the factors and success in each of the class groups for the three subjects. The means of these correlations are presented in the first column under each of the three subjects and under general success in Table I. There are presented also converted coefficients which represent the correlations that would have been obtained had the variability of the measures been equal to that for the entire class group. Obviously, division of pupils into ability groups restricts the range and variability of each class. Since the coefficient of correlation is affected by the variability of the group, and we are not accustomed to interpreting correlations in terms of fractions of the distribution of ability, it was considered desirable to make this conversion. The following formula,[16] a modification of Kelley's formula presented by Odell, was used for this purpose:

[16] Odell, C. W., *Educational Statistics*, pp. 174-177. The Century Company, 1925.

$$r_1 = 1 - \frac{\sigma^2}{\sigma_1^2}(1 - r_2)$$

The coefficients given in the columns numbered 2 in Table I are those obtained when conversion is made on the basis of the standard deviations of the nine factors. This assumes that the contrasts between the variability of the ability groups and the total group are as great for the measure of success in the subjects as for the factors. It is not possible to determine the difference between the variability of the ability groups and the total group for success, since a different test was used for each group. However, we are safe in assuming that it is not nearly as great since the ranking by teachers, which constituted two-thirds of the composite measure of success, would have been the same for the total group as for the individual segregated groups. It will be recalled that the ranking procedures involved marking the most successful pupil 1, the least successful 10, and distributing the other pupils of the class over the ten points of the scale. The contrasts in variability for the objective tests would probably have been approximately the same as for the factors being considered. When these two measures of success are combined, giving twice as much weight to the rankings as to the tests, we are doubtless involving less error in assuming that the actual difference between the variability of the ability groups and the total group is nearer to zero than to the contrasts for the different factors. Also, the contrasts between the ability groups and the total group are larger for some of the factors than for others. To assume a contrast in the measures for success equal to that of the factors to which they are related would cause an allowance for greater variability in the measure of success, when related to some factors than when related to others. This procedure would give the factors with the largest contrasts in variability between ability groups and the total group an undeserved advantage over those of smaller contrast. Consequently, the converted correlations presented in columns 3, Table I, represent the average of the two correlations obtained from the two applications of Kelley's formula, using the standard deviations of the factors for one and the standard deviation of the measures of success for the other. Since, in this case, the standard deviations of measures of success are being assumed to be the same for the ability groups and the total group, the procedure in-

TABLE I

CORRELATIONS BETWEEN FACTORS AND MEASURES OF SUCCESS IN ENGLISH, ARITHMETIC, AND SOCIAL SCIENCE AND GENERAL SUCCESS AS REPRESENTED BY AN AVERAGE OF THE RELATIONSHIPS FOR THE THREE SUBJECTS

FACTORS	ENGLISH			MATHEMATICS			SOCIAL SCIENCE			GENERAL SUCCESS		
	Mean r^1	Converted r^2	Converted r^3	Mean r^1	Converted r^2	Converted r^3	Mean r^1	Converted r^2	Converted r^3	Mean r^1	Converted r^2	Converted r^3
	1	2	3	1	2	3	1	2	3	1	2	3
Mean of Teachers' Marks	.28	.66	.47	.16	.60	.38	.19	.61	.40	.21	.62	.42
Teachers' Estimate of Capacity	.35	.62	.49	.30	.59	.50	.38	.64	.51	.34	.62	.50
Teachers' Estimate of Application	.14	.26	.20	.32	.52	.42	.12	.22	.17	.19	.33	.26
Multi-Mental Test Score	.14	.60	.37	.19	.62	.42	.23	.61	.42	.19	.61	.41
Multi-Mental I.Q.	.33	.69	.51	.20	.63	.42	.25	.65	.45	.26	.66	.46
Thorndike-McCall T-Score	.27	.60	.44	−.08	.32	.12	.40	.67	.54	.34	.53	.37
Woody-McCall Arithmetic				.40	.56	.48						
Monroe Reasoning (Arithmetic)				.17	.44	.32						
Composite Score	.20	.71	.46	.23	.77	.50	.17	.75	.46	.20	.74	.47

[1] Mean of the three correlations between factors and measure of success for the three ability groups.
[2] Coefficients of correlation obtained when converted to the r which expresses the actual relationship for a group with variability equal to that of the entire grade, assuming the difference between the variability of the measure of success of ability groups and the total group to be the same in each case as for the factors.
[3] Converted coefficients of correlations as in column 2, except that the variability of the measure of success for the ability groups and the total groups is assumed to be the same. These correlations describe the actual relationship most accurately.

volves an average of the original correlation and that obtained by the use of the standard deviations of the factors, or an average of columns 1 and 2 in Table I. These correlations in columns 3, Table I, represent the most accurate relationships and will be used as the basis for the comparison of the factors.

(1) The composite score, representing a combination of the eight

factors, ranks second in degree of relationship with general success and is tied for first place in arithmetic. There are a number of factors with higher relationships for English and social science. These data justify skepticism toward combining a large number of factors to secure the most accurate prediction of success in school work, without knowledge of the relationships of the factors being combined. It may be desirable to make reference to the large contrasts in the correlations in columns 1 and 2, Table I, for the composite score. This is accounted for by the large differences between the standard deviations of the ability groups and the total group, since the pupils were distributed to ability groups on the basis of their standing on this score.

(2) The teachers' estimate of capacity has the highest relationship (.50) with general success, as measured by the average of the correlations for the three subjects, and is tied with the composite score for first place for mathematics. It ranks second in the comparisons for the other two subjects with a correlation of .49 for English and .51 for social science. It is exceeded by the intelligence quotient for English with a correlation of .51 and by the reading test for social science with a correlation of .54. It is of interest to note that the teachers' estimate of capacity has a higher relationship with success than the mean of the teachers' marks. This superiority holds for all three subjects. The correlation of the mean of teachers' marks in English is .47, mathematics .38, social science .40, and general success .42. It is possible only to conjecture the cause for the superiority of the ratings of capacity or promise for success. These ratings were made approximately a month before the pupils entered the junior high school and represent the status of the pupil at that time. The marks for the fifth and sixth grades were included in the mean of teachers' marks, thereby placing less emphasis on the status of the pupils immediately preceding entrance into the period of work on which this study was based. It may also be explained by the inclusion of factors other than achievement in the rating of capacity, especially certain personal traits that have been shown to have significance in predicting success.

(3) The extent of application of pupils, as judged by teachers, is less significant than the other factors. The correlation is only .20 for English and .17 for social science. It is much higher for mathematics, being .42.

(4) The intelligence of the individual, as measured by the Multi-Mental Test is exceeded only by the teachers' estimate of capacity in degree of relationship with general success. The relationship is especially high for English, the correlation not being exceeded by that for any other factor. The intelligence quotient and the test score produce the same correlations for mathematics, but the former gives a higher relationship for English and social science. The difference is especially large for English, the correlation for the intelligence quotient being .51 in contrast with .37 for the test score.

(5) Reading ability, as measured by the Thorndike-McCall Reading Test, is more significant in relation to success in social science than for the other subjects. The correlation for social science is .54 and those for English and mathematics are .44 and .12, respectively. Less dependence is placed on capacity in reading in English than in social science, as the work in English included both literature and composition. The very low relationship for mathematics does not indicate that reading ability is not significant, but that the lowest level of ability represented in the group was adequate to meet the needs of the course. This fact would suggest that relatively little emphasis was placed on the reasoning or reading problems. Such an assumption is affirmed by the higher relationship for the Woody-McCall Arithmetic Test than for the Monroe Reasoning Test in Arithmetic, the correlations being .48 and .32, respectively.

Combination of Measures. Reference was made above to the general practice of combining a number of factors in distributing pupils to ability groups. The large variety of patterns of combinations, both as to type and number of factors, shows lack of agreement on the contribution each factor makes to a desirable composite measure. The best combination cannot be determined from the data presented in the preceding paragraphs. The contribution of a factor to a composite measure is affected not only by its relationship with success, but also by its relationship with the factors with which it is combined. The larger the latter relationship, the more nearly the factor represents a measure of the same abilities and the less significant the contribution when a combination is made.

There is a large variation in the extent of intercorrelation among the factors (see Table II). The correlation between the mental test score and the intelligence quotient is .78, and that between the mental

TABLE II

INTERCORRELATION OF THE MEASURES USED IN DISTRIBUTING PUPILS TO ABILITY GROUPS

MEASURES	MULTI-MENTAL SCORE	MULTI-MENTAL I.Q.	THORNDIKE-MCCALL	TEACHERS' ESTIMATE OF CAPACITY
Average of School Marks	.30 ± .068	.45 ± .058	.41 ± .062	.59 ± .049
Multi-Mental Test Score		.78 ± .028	.56 ± .051	.15 ± .073
Multi-Mental I.Q.			.46 ± .059	.23 ± .070
Thorndike-McCall Reading				.30 ± .068

test score and the teachers' estimate of capacity is only .15. The other measures of interrelationships are distributed between these two extremes.

The results obtained in making various combinations of factors can be seen by referring to the multiple correlations presented in Table III. The two measures which give the highest relationships with general success when combined are the teachers' estimate of capacity and the results of the mental test. In English, a higher multiple correlation is obtained when the teachers' estimate of capacity is combined with the intelligence quotient than with the test score. For mathematics and social science the margin of difference is slightly in favor of the test score. The highest relationship in social science is obtained from the combination of the teachers' estimate of capacity and the score on the Thorndike-McCall Reading Test, the multiple correlation being .65. A comparison of the multiple correlations in Table III with the correlations given in column 3, Table I, will show the extent to which the correlations have been increased by the combinations.

VI. SIGNIFICANCE OF THIS AND EARLIER STUDIES FOR SEGREGATING PUPILS

1. The most important single source of information for predicting success in the first year of the junior or four-year high school is the judgment of the teachers in the elementary school. In the present investigation, the relationship is higher for the ratings of capacity

or promise of success made at the close of the elementary school than for the mean of the marks in Grades 5 and 6; yet the latter relationship is exceeded by only one of the test measures, the intelligence quotient. Kelley [17] found the teachers' estimate of intellectual ability to have practically the same relationship with success in the first year of high school as the marks for either the sixth or seventh grade. When four of the grades of the elementary school were combined into a composite measure, the relationship was .789, or larger than the relationship, .72, obtained for the estimate of intellectual ability. Flemming [18] obtained a high relationship between teachers' ratings

TABLE III

RELATIONSHIP OF VARIOUS COMBINATIONS OF FACTORS WITH SUCCESS IN THE DIFFERENT SUBJECTS

COMBINATIONS OF FACTORS	MULTIPLE CORRELATIONS			
	English	Mathematics	Social Science	General Success
(1) Mean of Teachers' Marks and (2) Teachers' Estimate of Capacity	.54	.51	.53	.52
(1) Mean of Teachers' Marks and (2) Multi-Mental Test Score	.53	.50	.51	.51
(1) Mean of Teachers' Marks and (2) Multi-Mental Intelligence Quotient .	.58	.47	.50	.51
(1) Mean of Teachers' Marks and (2) Thorndike-McCall Test Score	.54	.38	.57	.47
(1) Teachers' Estimate of Capacity and (2) Multi-Mental Test Score	.57	.61	.62	.60
(1) Teachers' Estimate of Capacity and (2) M-M Intelligence Quotient	.64	.59	.61	.61
(1) Teachers' Estimate of Capacity and (2) Thorndike-McCall Reading Test	.58	.50	.65	.55
(1) Multi-Mental Test Score and (2) M-M Intelligence Quotient	.52	.45	.47	.47
(1) Multi-Mental Test Score and (2) Thorndike-McCall Reading Test ...	.46	.44	.56	.44
(1) Intelligence Quotient and (2) Thorndike-McCall Reading Test ...	.56	.43	.60	.49

[17] *Op cit.*, pp. 14-18.
[18] Flemming, C. W., *A Detailed Analysis of Achievement in the High School*, Table 7.

of intelligence and success in the junior high school. The correlation, .80, was higher than that obtained by any other single measure. She did not include elementary school marks in her investigation, precluding a comparison of the two types of data. The relatively high relationship of elementary school marks in comparison with other factors is supported by studies by Kelley, Ross, and Brooks. Kelley [19] found the correlations for elementary school marks to be much higher than those obtained from a composite of achievement tests, the contrasting correlations being .789 for a composite of the marks for four grades in the elementary school and .51 for a composite of mathematics, English, and history tests. Ross [20] obtained a correlation of .63 between a grade school composite and success in the first year of high school, in contrast with .37 for the Terman Group Test of Mental Ability, .33 for the Thorndike-McCall Reading Test, and .40 for the Woody-McCall Arithmetic Test. Brooks [21] found that sixth grade marks distributed pupils in Grade 7 to sections more accurately than a mean of nine group intelligence tests or a mean of five achievement tests. The per cent correctly sectioned, 63.4, was equal to that for the Terman Group Test considered alone, and only 1.1 per cent less than for the Stanford-Binet Test.

Whatever the combination of factors used for distributing pupils to ability groups it should contain either a composite of the marks in the elementary school or a rating of capacity by the teacher. Kelley's study [22] indicates an advantage for the combination of four grades rather than the use of one of the grades.

2. The general intelligence test is the most accurate of the tests in predicting general success, but it is superseded by special achievement tests for predicting success in the individual subjects. The intelligence test is a highly significant measure in improving the relationship obtained for the elementary school marks or the teachers' judgments of intelligence. Brooks [23] raised the per cent of pupils correctly sectioned by the sixth grade marks from 63.4 to 73.1 by the addition of the intelligence quotient obtained from the Haggerty Test. In the present investigation, the addition of the intelligence quotient to the teachers' estimate of capacity by means of the mul-

[19] *Op. cit.*, pp. 7-13 and 19-70.
[20] *Op. cit.*, p. 36.
[21] *Op. cit.*, p. 365.
[22] *Op. cit.*, pp. 7-13.
[23] *Op. cit.*, p. 365.

tiple correlation increased the relationship from .50 to .61. The evidence presented in the preceding paragraphs favors slightly the use of the intelligence quotient rather than the test score.

3. The general achievement test covering the content of a number of subjects, or a combination of a group of special achievement tests, gives a high relationship with general success. Flemming [24] found that the Stanford Achievement Test gave a slightly higher relationship with success than the Terman Group Test of Mental Ability, the correlations being .6595 and .5972, respectively.

4. If a special grouping of pupils is made for each subject, the evidence obtained in the investigation reported herein supports the use of a special achievement test related to the content of the subject. The high relationship between the reading test and success in social science, and between the arithmetic test and success in mathematics, indicates larger value for the specialized tests than for the general intelligence tests in predicting success in individual subjects.

5. On the basis of the evidence obtained in the study herein reported and evidence drawn from earlier studies, the writer suggests that whatever the composite measure used for making a common distribution of pupils to ability groups for all subjects, it should include: (1) a composite of marks obtained in the earlier grades or a rating of capacity by the teachers in these grades, or both; (2) the intelligence quotient or the score on a mental test; and, when it is expedient to extend the program of testing, (3) a general achievement test or a composite of a number of special achievement tests. When a different distribution is made for each subject, it is suggested that the composite measure include: (1) a combination of marks obtained in the preceding grades or a rating of capacity by the teachers in these grades, or both; (2) scores on an achievement test covering or directly related to the content of the course; and (3) the intelligence quotient or the score on a mental test.

[24] *Op. cit.*, Table VII.

LESSONS IN OUR SCHOOLS

No. IV. A LESSON IN HISTORY

By EDWIN H. REEDER

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THIS is the fourth in a series of articles by Professor Reeder on practical classroom teaching. Each article consists of a description of a lesson observed by the author, and his comments upon it. These comments indicate what he considers the points of strength and weakness, and the educational principles involved are discussed. "A Stereopticon Lesson" appeared in THE RECORD for May, 1928; "A Lesson in Geography" in the October, 1928, number; and "A Lesson in Science" in the issue for February, 1929.—EDITOR.

ONE of the most significant movements in education in the last one hundred years has been the expansion of the program of study. At one time in the history of our schools the three R's were supposed to include all the essential features of the elementary school curriculum. Since then, however, the number of studies has been increased to such an extent that many educational leaders are wondering whether the matter of expansion has not gone too far, and whether it would not be better to curtail rather than to enlarge further the number of subjects studied in the elementary school.

I

The problem is further complicated by the fact that many of the newer subjects require a technical ability which is not possessed by the average teacher. We cannot expect that a teacher with two years of normal training will be able to teach with equal facility the usual school subjects—geography, history, arithmetic, and the language group—and, in addition, music, fine arts, industrial arts, nature study, and the like. School systems have responded to this situation through the employment of special teachers, and a survey of these special teachers throughout the United States would indicate many plans of administrative procedure. One school system, for example, will have the special teacher visit the various classrooms once a week and plan the lessons for the teachers to carry on during the other days in the week. Another school system will have a special teacher in each

of the special subjects in every building; this is the usual situation in our private schools.

The introduction of these special teachers with their specific knowledge of their own subject and frequently with their lack of knowledge of methods and procedure in the regular subjects of elementary school instruction has raised a serious problem in the articulation of the two groups who deal with the children's learning. On the one hand, the special teachers, knowing the subject matter of their fields and the various methods which are required to build up facility in them, are likely to establish hard and fast curricula which they are unwilling to modify because of the particular needs of any one group of children in any classroom. On the other hand, even should the special teacher desire to coöperate, he is unfamiliar with what has been going on in the classroom, and is therefore at a loss to know how best to correlate his work with that of the regular teacher. In this situation the regular classroom teacher has too frequently given a mere topic or suggestion to the special teacher and then has felt dissatisfied with the results which have been achieved in the special field. For example, let us take a class in the second grade which is studying Indian life. Suppose that the only information given by the room teacher to the special teacher is the bare statement that Indian life is being studied. The special teacher in her work with the children may go off on a tangent and have the children work out fine or industrial art projects which have little or no relation to the work done by the regular classroom teacher.

II

One of the fourth grade teachers in the Horace Mann School has been considering this problem for some time and has been working out a scheme of correlation between herself and the special teacher which is worthy of serious consideration. The observer was present in her classroom a short time ago, and the method of this coöperation was clearly evident in the work the class was doing.

The class has been studying the early history of Manhattan Island. They have discussed in some detail the story of the purchase of the island from the Indians and have been greatly interested in the Dutch settlers and in the history of Peter Stuyvesant. In the course of this work they have decided to have a Dutch colonial corner in their classroom. In this corner they are putting various models of the homes

and furniture of the period, and they have felt the desire for pictures to hang on the walls, which will be of interest in interpreting the events about which they have been studying.

The teacher of the class has felt that there are two elements in the situation which must be taken into account in making her plans. The first of these is her own lack of ability in drawing and painting. She has believed, however, that her deficiency in this respect can be more than compensated for by the ability of the special teacher if the latter is fully conversant with the factual content which should go into the making of the pictures. Since, however, a special teacher cannot be present in the regular classroom, the problem of how to give her the requisite data in order to make the pictures an integral part of the whole Dutch colonial corner is a difficult one.

The second element in the situation is that the teacher also believes fully that while the pictures which the children draw should be as artistic and as technically perfect as fourth grade pupils can produce, yet they should also have a well-planned intellectual purpose behind them. They are not to be mere pictures which will be judged only on the basis of their artistry. They should be judged in the same way and by some of the same standards as, for example, the splendid mural painting of the Conspiracy of Pontiac in the Detroit Public Library. While this picture is artistic and beautiful, it is nevertheless authentic in the costumes and facts which it portrays. The teacher, therefore, while recognizing her own inability to teach art, feels a very strong responsibility for supplying the factual subject matter that should go into the pictures.

The lesson which the observer saw opened with a request by the teacher that one of the pupils state the purpose of their work on that day. The pupil responded by saying that the children had planned to have a Dutch colonial corner and that during this recitation they were going to plan the pictures which would be painted by the children and hung in the corner. The teacher asked whether the children had been able to find, in the books which she had given out on the previous day, pictures other than those given in their textbooks. The teacher explained that the pictures might be either word pictures or actual pictures. The response was very general. She then asked those children who had selected word pictures to read aloud that part in the book which suggested the idea of a picture to them and to indicate

briefly how they would plan to paint it. One after another the children responded to this question in a most satisfactory fashion. The teacher added that they might use other reference books for suggestions for their pictures, but that they must remember that the period of history which they were considering was from about 1600 to 1680, and therefore pictures of a later period would not be helpful in their Dutch corner project.

After a number of the children had mentioned and to some degree described the pictures they planned to make, the teacher asked whether all of them now had decided on the picture which they wanted to draw. Most of them had, and she assisted the two or three who had not made up their minds. Then she passed out to them the drawing paper and gave these directions. "You know Miss ——, our art teacher, comes into our class to-morrow. She has told me that she is most anxious to work with us in making our Dutch corner. I want you to get as much help from her as possible, because she knows how to draw and paint and can help you so much better than I can. The thing for you to do with these papers I have passed out is simply to sketch in outline the picture that you want to draw, and then, if you wish to, write a little note to Miss —— on the back of the drawing paper, telling her just what help you want from her."

Most of the children went to work industriously. Some of them seemed to be experiencing difficulty in getting their ideas into shape for the work, and spent quite a bit of time glancing over the books or discussing their plans with their neighbors. The teacher was in constant conference with individual children, helping each one, not to draw, but to clarify his ideas as to what he wanted to draw. The teacher invariably showed that her responsibility was from the content or planning side, not from the artistic or production side. At the end of the period most of the children had made some sort of sketch, and many of them had written notes telling Miss —— what help they wanted.

Later, the observer examined some of these sketches with great interest. One little boy had made a rather abortive attempt to draw a group of Indians smoking the peace pipe. He had managed to draw the head and torso of one Indian and showed the pipe in the Indian's hands. He had not known, however, how to draw the legs of the Indian so that he would look as though he were sitting down. On the

back of the paper this boy had written: "Miss ——, I want you to show me how to draw a whole lot of Indians sitting down smoking a peace pipe."

A little girl had drawn a very interesting series of pictures of ducks and geese. She had also attempted to draw a goat but had met difficulty in doing so. She had, therefore, written on the back of her sketch, "Miss ——, will you please help me to make a goat eating grass and walking?" Another child wanted to know how to draw a horse for his picture.

After the sketches had been handed to the room teacher she examined them, and then passed them back to the children, who carried them to the art teacher. The next day the art teacher came for her regular weekly lesson, provided with several pictures of goats, horses, and Indians. None of the latter, however, showed Indians seated. When the lesson began, therefore, one of the boys was posed on the table in the position an Indian would have been likely to take when smoking the pipe of peace, and some of the children sketched from this living model, since a number of the pictures were to include Indians.

III

We have stated that the room teacher in the lesson described had been working on a scheme of coöperation between herself and the art teacher. If we examine the description of the lesson above to determine the technique she has worked out, it resolves itself into a number of steps. First, the room teacher must be sensitive to opportunities for the assistance of the special teacher. In the case under consideration, for example, a careless teacher might have passed over the opportunities for illustrative material presented by a study of Dutch colonial life. An essential part of the technique, therefore, is that the classroom teacher shall bear in mind the various contributions which can be made by the special teacher and must be ever on the alert to sense interests and needs on the part of the children in the classroom which can only be met by the specialized knowledge of the expert.

Second, the room teacher must hold herself responsible for much of the fundamental planning for the work of the special teacher. Whether it be a question of music, of drawing, of painting, or of industrial arts, the finished product must have back of it a worthwhile

idea. This idea should be the result of careful thinking by the pupils, guided by a teacher who sees clearly the implications of the subject she is teaching. It is the duty of a room teacher, therefore, to crystallize the thinking of the class, so that they may be ready to ask intelligent questions of a special teacher and will know exactly what help they will need.

In this connection the observer wishes to point out that much emphasis has recently been placed on the importance of establishing in school habits of thought which may be considered useful not alone in child life but also in adult life. In the work of the classroom teacher described above it is probable that one of these habits of thought is being learned by the children. Many a specialist, such as a doctor, a lawyer, or a college professor, would be more than delighted if every one who entered his office knew just what help he needed and had thought the matter through as far as a layman could.

Turning now to the part played by the special teacher, the latter must be quick to sense and accept the needs of the class as expressed to her either orally or in writing. She must know the technical ability of the students and must plan her work on the one hand to improve such technique, and on the other hand to satisfy the desires of the children to work out the schemes they have planned. It is her duty also to help the children not alone to make their work express the ideas which have been crystallized by the classroom teacher but also to clothe them as far as possible in beauty of expression. In the lesson described above, for example, one of the children had drawn a picture of a group of Indians smoking the peace pipe and sitting in a straight row. The art teacher called attention to the fact that this straight line was inartistic and showed the child how much more interesting and beautiful the picture would be if the Indians were seated in a circle.

The observer is confident that if classroom teachers and special teachers can agree on as effective a form of coöperation as is indicated above, much of the dissatisfaction with the specialist's work will disappear, and at the same time the work of the classroom teacher can be made far more effective than would be possible if she is forced to work alone without the assistance of the specially trained expert.

CONTRASTS IN EDUCATION

II. EDUCATION AND PHILOSOPHY*

By FREDERICK J. E. WOODBRIDGE, LL.D., Litt.D.

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IN VIEW of what we human beings are, and in view of the natural necessity under which we live and labor, the cultivation of language, mathematics, and tools would seem to be the first duty of all organized and systematic attempts at education. There is no need of a theory or philosophy of education to support this duty. Its support lies in that constitution of things in consequence of which human life depends, not on the operation of natural forces, but on the discovery and use of these forces. Abolish such discovery and use, life would still exist, but it would not be human life with its institutions, its culture, its industry, its society, its art, and its religion. Indeed, when attentively considered, nature and human life are seen to be profoundly antithetical. They define an opposition which is the prolific cause of many philosophies. It is easy to say that human life is as natural as any other kind of life, since it is, with all its peculiarities, one of the kinds of life which nature has produced. It is, consequently, as natural for a man to be a man as it is for an ape to be an ape or a star to be a star. One need not quarrel with the comparison. Nor need one quarrel with the contention that there has been in cosmic history a movement from stars to apes and from apes to men. All this may be said to be natural enough and so natural that nature, instead of being antithetical to human life, exhibits in human life an example of her resourcefulness. We are, however, brought face to face with considerations of a totally different character when we reflect on what man, as an example of nature's resourcefulness, does. What he does is to make nature an object of inquiry and thereby turn her into the servant of his purposes. He is

* This is the second of three lectures in a series under the provisions of the Julius and Rosa Sachs Endowment Fund, delivered before the faculty and students of Teachers College, on March 12, 14, and 19, 1929. The first lecture, entitled "Education and Evolution," appeared in the October Record; the third, "Education and History," will be presented in December—Editor.

not content to take nature as he finds her. He insists on making her over. And he justifies doing this by reasons drawn from his own imagination. He makes some sort of a philosophy of life. That is why nature and human life are antithetical.

The antithesis grows more radical and profound the more it is attentively examined. We are building and using automobiles in such numbers that these artificial speeders of transportation often defeat the purpose for which they were intended and give place in efficiency to the legs with which nature has endowed us. An automobile is a great improvement over legs in the matter of transportation. If the value of it is to be conserved, something must be done about it. The automobile must be disciplined. If it is disciplined, human freedom must be restricted. The moment we begin to restrict human freedom and say thou shalt and thou shalt not, we raise a multitude of questions which seem wholly irrelevant to nature's way of doing things and to which she seems to give no inkling of an answer. We must find answers by considering something else—our convenience, our pleasures, our business, our mutual rights and wrongs. We must take the responsibility for what we do about it. Nature has given us legs and the ability to improve on their speed if we are dissatisfied with it, but we must take the responsibility for the consequences of the improvement wholly on ourselves. We can not shift it nor can we appeal to her in working it out.

I have taken an example from the city streets. It is readily generalized. Nature never interferes with the operation of her own forces. She lets them run their own course inevitably to their own end no matter what happens. It is we who interfere—a part of nature, if you will, interfering with the rest of nature, but so interfering that responsibility is lodged wholly with the part for weal or woe. It is we, not nature, who make automobiles. It is we, not nature, who are discontented with what nature is, who insist on improving her and on interfering with the natural conditions of our existence. Our improvements result in limitations on our freedom. They put us under new restraints and obligations which we have to defend to one another. They create a state of things which increasingly robs each new child of the freedom it might claim as a child of nature. It is really a child of society, compelled, whether he likes it or not, to learn and do a multitude of things which society and not

nature demands of him. There is a profound truth in Rousseau's remark that man was born free, but is now everywhere in chains. They are, however, chains of his own forging. It is useless to cry: "Back to nature!" For nature is precisely the thing with which man is everlastingly discontented. He either prefers the chains of society or, when he breaks them, forges new ones in their stead. Thus it is that by improving on nature we find ourselves under increasing responsibility for the kind of world into which we let new beings be born. How shall we justify ourselves? It looks as if we needed a philosophy.

These homely facts are worth repeated emphasis even among educators. Are we not expected to improve nature and make a better world? Do we not glory in our profession and point with pride to ourselves as the benefactors of mankind? We are the doers of good, the laborers in the human vineyard who work for a penny a day. I share the egotism of our profession, but I am constantly appalled by it. My admiration for the self-sacrificing doers of good is unbounded, but often it takes the form of amazement at their daring. And I am the more amazed when they profess to be carrying out the intentions of nature. The more I learn of nature, the more stoutly I become convinced that it is silly to talk of her intentions. She intends nothing. Perhaps it were more accurate to say that if she has intentions, she has kept them discreetly hidden. She has left intention and deliberate purpose to us to inject into her affairs and so make out of her something which it is absurd to say she ever purposed or intended herself. If she ever intended to make a better world, she has taken a very curious method of doing it. In this matter it is difficult to credit her with any wisdom, decency, or shame.

We sometimes hear it said that nature intended human beings to be healthy, to be sound in mind and body. If she did, what method has she taken to accomplish so desirable an end? She has made human beings subject to innumerable diseases, filled the air they breathe, the water they drink, the food they eat with enemies that can destroy them, and then trusted or hoped or expected that some of these human beings would have sense enough to become doctors and try to cure the ills of their fellows. We sometimes hear it said that nature intended human beings and children in particular to be happy. How has she provided for their happiness? By making them products of

a passion which fills the world with ecstacy and pain, with love and hate, with shame and glory; by making them fickle, egotistical, and willful; by filling them with likes and dislikes; and then trusting, hoping, or expecting that some of them would be kind and generous enough to lead others in the ways of kindness and generosity. Nature intended a better world for men! How has she gone about it? By producing beings with a power to discover what she is and leaving it to them to make a better world if they can. Every improvement they make involves restraint, suppression, limitation, discipline. Every improvement involves a choice of what will be allowed to control the growth and shape the lives of each new generation. Nature has provided that she can be mastered by language, mathematics, and tools. She has left it to human beings to decide for what purposes they will use these instruments to master her. That is a rather heavy responsibility. It is not strange that those who really believe that nature originally intended us to live in a paradise should also believe at times in original sin, suspecting that once, long ago, we disobeyed the commands of nature and have incurred her disfavor ever since. But as we search for that long ago we do not seem to find it. Our history seems to run back to something quite different. If we must believe in any great error, that error is not likely to be found long ago once for all, but repeatedly recurring; and an error which is not against nature, but against the possibilities of human life. Again we seem to glimpse the need of a philosophy.

Let me take another illustration. In our neighborhood men are building a great cathedral to the glory of God and as a witness to the Christian religion. It is a very human thing to do. This is sufficiently proved by the number of people interested in it and by the millions of dollars that have been and will be given for its building and support. To the Cathedral human beings will go to be baptized, to be confirmed, to be married, to be buried. They will praise God. They will confess their sins and ask to be forgiven. They will be taught how God loved and loves the world. They will hear the Gospel. They will draw near to Christ in the sacrament of his body and blood. They will say: "We beseech thee to hear us." They are all thereby witnessing to their faith in something supernatural. Their faith would vanish if it could be literally reduced to the terms we employ when we inquire into natural processes and

formulate them. The language of the Cathedral is not the language of the investigator. It uses the words of earth, but gives to them an unearthly meaning. Birth and death are something else than being born and dying. What men believe in the Cathedral is something quite different from what they believe in a laboratory. They believe, for example, in the forgiveness of sins. Now sin is something impossible to define in nature's terms. She is innocent of it. And as for forgiveness, it is quite unintelligible to say that nature forgives. She just does things and lets the consequences be what they will without ever undoing what she has once done. She is fate and not forgiveness.

There is an amusing fairy tale by Max Beerbohm which admirably illustrates this. A fairy sold a boy a stick of candy and told him that if he took a bite of the candy and made a wish, that wish would be immediately granted. The thing is not quite so impossible as it sounds. We do not have to believe in fairies in order to believe the story. There may be no such candy; but it is quite clear that if you wish to die, you can readily have your wish fulfilled by biting a piece off the right kind. Wishes are fulfilled by using implements of some sort, so there is no telling what may be had for the wishing when once we have the candy. Well, the boy was in love with a girl who had been kept after school and stood in a corner with a dunce cap on her head. The boy went to a field full of flowers and the songs of birds. Then he took a bite of the candy and wished that the girl might be with him forthwith; and there she stood, dunce cap and all. With joy the boy took the girl in his arms and told her about the candy. She snatched it from him and swallowed it all at one gulp. "I hope you made a wish," said he. "I did," said she, "I wished that you had not had the first bite." That is a very profound story. The dunce cap is not the least profound thing about it. Nature lets us, like fairies, interfere with nature, but she does not let us interfere with the interference. She gives, but does not forgive. That is left for us or God to do. Whether human beings are right in so believing is not a matter of great consequence. The thing which is of consequence is the fact that we human beings, products of nature that we are, do none the less entertain that belief in some shape or other. We are bent on finding some way of relieving ourselves from the oppressive consciousness of what we have done. We are forever trying

somehow to undo the consequences of the first fateful bite that was taken. We try to prevent it, never really knowing which it is.

As I have repeatedly said: constituted as we are, our life can not be sustained except by the instrumentality of language, mathematics, and tools. We must first of all acquire the education which these instrumentalities afford. We must acquire the art of expressing ourselves intelligibly and of understanding the expressions of others. We must learn to measure, calculate, and predict. We must learn how to make fire, to cut, to saw, to hammer, to fashion, and to experiment. All this we must learn first of all. What next? Shall we now go on to make improvements? Shall we now make wishes for others? Shall we put dunce caps on their heads, stand them in corners, take them to pleasant fields, let them hear birds' songs and look at flowers, asking them or God to forgive us our sins? It is quite clear that we do go on in just this way and set up schools to do it in. It is equally clear that in going on in this way we repeatedly wish that someone else had not had the first bite. The graduate school wishes that the colleges had not had it; and the colleges wish, the secondary schools wish, the primary schools wish, the kindergarten wishes, parents wish, until we get back to Adam, Eve, and the apple, or, if you prefer, to psychology, heredity, and environment—to nature and then begin all over again. We turn to the philosophers to help us out. We expect them to find reasons for the faith in education that is in us.

The spectacle of them is a little absurd. Recall that brilliant procession from Plato down to me who say to the world: "Let me have the first bite; the problems of education will then be solved and fewer sins, perhaps none at all, will have to be forgiven." How to educate, when that means the practical problem of discipline in the basal instrumentalities of education, can be solved. We can improve our methods of doing it. We can be brutal about it, or humane, stupid or clever. It is obviously unwise to go at the matter as teachers without training and without taking thought. A school is a wholly unambiguous institution when it conceives its job in these terms or when it chooses a definite occupation or profession, and trains for that. When we listen to the philosophers, however, we are apt to hear something very different. They tell us what we ourselves believe, that if schools are no more than this, they fall far short of what they ought to be. There must be a reason for education other than

the necessity of it, in terms of which reason education is properly defined. How to educate, when philosophers raise that question, is pretty sure to involve a problem of morals. Our attention is no longer fixed on the instrumentalities of education and their cultivation and improvement. It is turned to problems of what is proper and improper, what is fair and unfair, what is right and wrong, what is better and worse. In these matters, philosophers are apt to be more confident than other people. They are expected to be. But they are human beings after all. They share the frailties of mankind. They have brought about many revolutions in education, but they have never quite succeeded in solving their problems. It is as much of a problem to-day as it was with Plato. That makes the procession of philosophers look a little absurd. Every new philosopher might wisely enjoy the consciousness that he, too, will in time join that procession.

Yet philosophers seem to be generally respected. They bear a proud name which they accept with humility because it is so proud. They would like to be what they profess to be, masters of the subtle and elusive distinction between knowledge and wisdom, loving wisdom supremely and loving knowledge only as it contributes to wisdom. In spite of all their defects, which are many, their merit lies in keeping that distinction alive. They ask us to pause and reflect in the midst of our excitements and enthusiasms. Like signposts at life's crossings they halt us with stop, look, and listen! They know that we are all pretty sure to have a philosophy of some sort. They would have us look at it and see what it is like, what we get by having it and what we lose. To be critically conscious of what one is doing seems to them to be of at least equal importance with the doing it. So when a philosophy is asked for and especially when education asks for one, perhaps the giving of it is the last thing which a philosopher ought to do. He is often expected to supply it on demand. He is often regarded as incompetent if he hasn't one ready; and being human and not liking to be despised, he often yields to temptation. I must believe that he might render a better service by asking us to consider first the faith in education which professes that education, if guided by the right philosophy, can produce the world of our desires.

In the first place it is a faith hard to uproot. Men cling to it after they have lost others. It is the last which they let go, and when they

let it go, there seems little left worth troubling about. If there is nothing to be accomplished by education, then there is nothing to be accomplished. Human beings might as well give up trying to be human and become like the things on which they feed, animals or plants, which struggle for existence, experiencing the pleasures which visit them now and then, the luxury of mating, the sun's warmth, the shadow's cool, the comforts of repletion and repose, disturbed by the surprises and fears of their precarious world, but struggling untouched by the Promethean spark. Rather than accept the alternative, they have preferred to go to school and sing:

> Multiplication is vexation,
> Division is as bad,
> The rule of three, it puzzles me,
> And fractions drive me mad.

They have preferred to write a hundred times such ambiguous truths as: "Be good, and you will be happy." They have preferred to draw moral lessons from nature, distorting her evident facts:

> Birds in their little nests agree,
> And 'tis a shameful sight
> When children of one family
> Fall out and quarrel and fight.

Rather than be larks singing at heaven's gate, they have mimicked the ovenbird and cried: "Teacher! Teacher!" I believe in the teacher, is humanity's unchanging creed.

And faith in education is a sublime faith. Let us look at it squarely and face its great assumption. It assumes that some of us are so much wiser than others that we have both the right and the obligation to mould their lives, to decide what is best for them, to take them in our own hands and try to make them believe and do what we think is best. It would be a pity if this assumption were foolish. Whether it is so or not, is a question about which a philosopher need not worry. He should be more interested in the fact that it is made. If I am handier than others in the use of tools or have developed any technique greater in refinement and effectiveness than that of others, if in anything we do, my skill is a superior skill, then, surely, my fellows, if they have any right at all, have some right to my in-

struction, and I, if I have any obligation at all, have an obligation to teach them. If my experience has been richer and fuller than that of others, it is idle to speculate about the reality of rights and obligations. It is idle because those rights will be claimed and those obligations driven home. It is faith in education and not the speculations of philosophy which turns human life into an essentially moral life. To find this out one does not have to study ethics or search for the origin of morality in the folk-ways of primitive peoples. Let him try to teach a child the way to go and he will find himself in the thick of it.

Now a moral life is a matter of better and worse and reasons for better and worse are of their own sort. We seem to succeed in finding reasons why many things are as they are: why a bridge supports its traffic, why a man has indigestion, or why a child becomes frightened. Whenever we deal with the causes of effects and the springs of human behavior, we generally seem to be on the way to finding out what these causes and springs are. Industry alone seems adequate to satisfy our curiosity in this direction. But when we seek a reason for the better or the worse, we must first specify better for what and worse for what. Without a preliminary specification, nothing is better or worse than anything else. A mountain is not better than a molehill, pleasure than pain, health than disease, life than death. The qualities in things which lead us to seek some and avoid others or find satisfaction in some and dissatisfaction in others, all the natural and positive goods and evils in the world may confidently be said to be what they are in their own right without the bias of any human judgment, but an arrangement of them in a scale of preference requires some specification of what the preference is for. The better and the worse do not simply emerge in the course of our experience confidently labeled so that there is no trouble in detecting them. They emerge only when drawn out in view of some end to be attained, some purpose to be realized, some desire to be fulfilled. They are better or worse for that, and, given that, it may well turn out that a natural evil is better than a natural good. Ends, purposes, desires vary with individuals, times, places, circumstances. In their turn, they are subject to specifications. They force us to choose between them and to discover that the choice of some inevitably involves the rejection of others. So human life increases in moral

intensity the more preferentially it is lived. It requires sustained criticism and the formation of habits which will keep it from idle dispersion. Why this is all so, is a question which we seem to ask in vain. I say "in vain," not because no answers have been given to it, but because no answer has yet been given to it which has made human life cease to be a moral enterprise. Faith in education makes it moral and that is why that faith is sublime.

Let us not misunderstand the matter. That our power to control nature increases by discovery and teaching what she is, is not a matter of faith. It is a matter of fact. The proof of it is the automobile. That by increasing our power to control nature we shall have a better world, is not a matter of fact. It is a matter of faith. The proof of it is the Cathedral. If that proof is disliked, a multitude of others could be cited—the League of Nations, the protective tariff, socialism, nationalism, service, the Rotary Club, prohibition, the Rand School, the Lincoln School. The Cathedral is not the only house which shelters a cult to save mankind.

The faith we are considering would seem, therefore, to imply that there is something in us worth saving. The belief that education can produce a better world, is probably founded less on the experience of its actually doing so than it is on our imagination playing with our desires and sense of power. Experience fortifies convictions more often than it generates them, and those it generates usually amount to no more than the settled habit of expecting the same thing again under the same circumstances. Even here imagination plays its part. That acute baby of the psychologist who, having burned its finger in the first candle flame it sees, avoids all candle flames thereafter, was clearly not lacking in imagination. For candles numbered two and three have not yet burned it and, by hypothesis, never will, which proves conclusively that the leap from number one to all the rest was never made by experience. Having been burned is something quite different from expecting to be burned again. In the latter case imagination has outrun experienced fact, and made a universe of flame which robs a phototropism of its effectiveness. So while it is true enough that the world we experience existed before we experience it, it is also true that it is discovered out of our imagination. Our baby must equally avoid a candle in a mirror unless, haply, it has altered its expectations. Such babyhood events we call to-day

conditioned reflexes, but the useful name ought not to blind us to the fact. And for the fact, we do not have to go to babies. We may go to Einstein and be well assured that if he has discovered something new about the physical world, he has discovered it by reducing his imagination to fit facts. If experience alone were sufficient, we should have no difficulty in understanding him for we both live in the same physical world.

Thus it is that convictions are born of the imagination and this is why I have said that faith in education is founded on our imagination playing with our desires and sense of power. I often wonder why so many of us fall into the habit of reversing the process. I think I know why philosophers sometimes do. Perhaps they are ultimately to blame. For each of us knows that he has never learned anything from experience unless in learning his imagination has been disciplined in its expectations. The moment we begin to think we begin to tell ourselves stories about existence and find out later the truth about them. Think of the stories. The procession of them is far more impressive than the procession of philosophers. They tell us what we are far more truthfully and far more realistically than any treatise on human nature ever written. Such a treatise is itself a story and needs the others to illustrate it and give it vitality. As we recall the stories, is it not clear that spurred on by our desires and sense of power we tell ourselves the story of a better world? But again, a better world for what? To live in? We have a world to live in already. What then do we mean by a better world?

I have pushed the question so far for quite a different purpose than arousing curiosity about the answer. I have pushed it so far because it, itself, keeps pushing us in very much this way. There are, of course, a thousand answers that might be given. A better world is a world in which people will write and read more intelligently, calculate and predict more accurately, tool and experiment more effectively; where hair will last longer and teeth decay less rapidly; where there will be less pain, disease, and misery and more happiness, joy, and fun; where everybody will love and nobody hate; where perhaps even the lion will lie down with the lamb and a little child shall lead them; where we shall not die so soon and perhaps not at all. Clearly there are at least a thousand answers. It is not difficult to define the better world in terms like these. It is easy to define it simply by leaving out

the evils to be found in this. And since it is so easy, we are easily beguiled into thinking that, if the evils of this world were left out of it, we should have the better world at once. We need to be reminded again and again that the better world is not a better world to live in, but a better living in the world. Clearly it can never be a world in which nature and human nature have been so made over that our desires, emotions, instincts, glands, and internal secretions will all be so admirably adjusted that we shall never go astray and never need an education. The better world is not a substitute for the world we have, but an achievement within it. To get a better world, we do very little to nature because we can do very little. But we have to do a good deal to ourselves.

What does all this rambling discourse of mine amount to? I have wandered about, talking of nature and human life, of automobiles and cathedrals, saying what everybody knows and trying to say it as if nobody knew it. That's what a philosopher does and that's what the philosophy of education amounts to when it amounts to anything at all worth considering. I should have been more foolish than I have been, if I had done anything else. What then does it all amount to? It seems to me to amount simply to this, that education, seen first as a matter of necessity, is seen last as a matter of the imagination. Nature is not a product of the imagination. It is the world of brute facts and events which is discovered after long and laborious research. It has no value and affords no guidance unless it is confronted with the world of the imagination. The baby and the candle afford the illuminating illustration. What goes on in the imagination becomes, therefore, a matter of almost supreme importance. In it are all sorts of worlds which never were on sea or land and some which will never be. In terms of them we reach decisions about the better and the worse. If these decisions are to be good and sensible, the imagination must be disciplined. Left to itself, it runs riot.

Now the imagination may be disciplined by sorrow, disappointment, and failure. That is a frequent way and it is a hard way. We do not like it, although some of us are disciplined in no other way. Like the baby, we must have our fingers burned. If we are to have a constructive discipline, we must do something else with our desires than try to satisfy them. When dealing with the better and the worse, philosophy can not commend to education the practise of hav-

ing experiences just to see what they are like. It can not recommend experimentation in these matters. There is no sense in burning the baby as a part of its education. There are already enough people in the world who know that fire burns. Nature provides enough incentive to all sorts of emotional curiosity and indulgence. She is a bad model to follow, yet she is an instructive witness to the consequences which follow from following her. We may find out what she is in this respect as well as in any other for she provides abundant examples. She makes it very clear that a fuller and freer satisfaction of our desires does not lead to a discipline of the imagination or assist in making a better world. The constructive discipline of the imagination is, therefore, not a matter of satisfying our desires at all. It is a matter of detaching ourselves from them and observing how they operate and what they effect. Humanity has had a long experience with them. Nature has provided an ample laboratory for them. As we study that experience and observe the experiments in that laboratory, we learn that our desires must be controlled, restricted, and idealized until the manner in which they are satisfied becomes more important than their satisfaction. When they can be enjoyed without regret and renounced without despair, the discipline of them has been fully attained.

In this whole matter of philosophy and education, the great thing is that education should go into philosophy and not philosophy into education. Deciding first on a philosophy and then proceeding to teach in terms of it is about the worst thing that one can do. We should protest against it with unflagging energy. The reason is quite simple. When education is founded on a philosophy and bent to serve its purposes, education is pretty sure to be sectarian. The widow Lenin is credited with saying: "We must make our school boys and girls not merely non-religious, but actively and passionately anti-religious." This is a bad thing to say, not because boys and girls should be religious, but because it justifies my saying: "We must make our school boys and girls not only non-scientific, but actively and passionately anti-scientific." Shall we turn education from the greatest enterprise in which we engage into a controversy? Shall we let it be controlled by the wavering and conflicting opinions of mankind? Which is better, to let what one passionately believes control what one finds in human life or to let what one finds in human life

control what one passionately believes? I do not mean that we should never teach our passionate beliefs, for the world would be a poorer place without such teaching. If I believe that religion is bad and science good, I am going to teach that. And I am going to teach the contrary if I believe the contrary. No one has a right to stop me unless I have promised to teach the one and persist in teaching the contrary. But I have no business whatever to teach a controversy or promote the controversial habit of mind. I have no right to make my students so hate what I disbelieve that they will never know what it is. If I do, then I give clear proof that I am scared. I get no light on what I am doing. Philosophy should give light. When it is not an illumination, it is worth nothing. It is only calling a prejudice by a word which is supposed to have enough magic to remove the prejudice. And if philosophy is to be a light, it must be something in which education culminates. That is what I mean when I say that education should go into philosophy. I might almost say that it is for philosophy that education exists, to lead one finally to a view of life which he accepts with confidence and joy, which frees him from worrying about life and lets him concentrate his worries on the work he has to do.

There seems to me to be, therefore, strictly speaking, no philosophy of education at all. If we mean by philosophy the effect of mature reflection on human life, I think there are several things that can be said, things which are the products of no one man's reflections, but which the experience of mankind has emphasized repeatedly. Some of these things I have tried to say in this lecture. That they should not be wholly lost in consequence of my way of saying them, I would now put them in the form of one, two, three. They are all an emphasis on obvious facts.

The first of these is education itself. I have belabored it in an effort to make it impressive, for it seems to me to be about the most impressive fact there is. That we live by learning, by going to school, by conserving through teaching what nature does not conserve through heredity, is so obvious that we often forget the wonder of it. Our sciences of nature, even our psychologies and sciences of human nature, as I read them, seem bent on convincing us that the world in which we live and of which we form a part consists of a set of operations, sufficient unto themselves, going on in their own

way, and ending with no concern as to how they end. They work in certain ways, but they have never learned anything. Gravitation has never learned anything, but Newton and Einstein have. I can't get over this contrast. We philosophers often use such words as mind, intelligence, or soul to explain it. They don't explain it at all. They only name it. I like the name soul the best and I never cease wondering that there should be beings in the world who seem to care more about their souls than they do about anything else. They do the most amazing things for it and they set up schools to save it. That is what makes life interesting, perplexing, and profound. We sometimes belittle ourselves as products of education. I can not conceive, however, how a human being, had he the choice, would want to be a product of anything else. He hasn't the choice. He is under the necessity. And that fact makes education supremely impressive.

The second thing is that education does not have to wait for a philosophy to shape and guide it. It knows well enough what it has to do. It has to develop and teach those instrumentalities by which nature and human nature are controlled. It is a discipline in learning from beginning to end. To let it be this often seems a hard thing to do unsupported by some faith or some enthusiasm. Philosophy may confidently reply that education has never been supported by a great faith or a great enthusiasm without developing them itself. Philosophy is not its root but its flower. Putting philosophy first is a vain attempt to try to grow upside down. All our faiths and enthusiasms which are more than expressions of exuberant or desperate living are products of our attempts to make something out of the world in which we live. By digging into it, by measuring it, by reflecting on it and trying to put into fitting words what our reflections reveal, we come by our considered faiths and our supporting enthusiasms.

Finally, education begets its own faith in spite of all philosophies. The proof of this is that it keeps going on no matter what schools of philosophy may do to it. Whenever I reflect on this and try to think it through I always come to the same conclusion, that education begets a faith which is not sectarian. It is the faith that human life is significant, not in terms of its origin, but in terms of its achievements. It is significant in terms of what can be made out of it through discipline. Its hopes are disciplined hopes and its loves are

disciplined loves. In proportion as it renounces discipline and reverts to nature, it suffers a loss in significance. So convinced am I of this, that I can only be amazed at those philosophers who preach that discipline is a misfortune, that it thwarts the purposes of nature and robs our lives of their proper fulness and beauty. It makes me wonder where in the world they ever went to school. I can see plenty of good and evil in nature, but I can see no better or worse. This latter distinction is a product of human reflection and leads straight to discipline and control. In education, the springs of behavior are of minor importance while the ideals of conduct are of major importance. Knowledge of the former is worthwhile only as it may serve to support the latter. By itself it gives no guidance, for the springs of behavior never produce anything better than themselves. Because education begets the kind of faith it is, the discipline of the imagination is its ultimate fruitage. Psychology and the science of human nature can make plainer to us those springs of human behavior which have to be controlled if that discipline is to be effective. But they do not determine the end for which that control is sought. For the end is their control and not their indulgence. The end is so to rise above them that they can be viewed with increasing detachment and seen in their concrete operations in human society. It is there we learn what they really are, how they work, what they bring about, and what they are worth. It is there we find out the candles which burn babies. So far as we have disciplined our own imaginations and have seen what education is, we may, if we can have any faith at all, have the faith that we do not have to put the candles out in order to keep the baby from being burned. He will be burned as sure as fate if we cultivate his egotism instead of disciplining his imagination.

A LIST OF MATERIALS AND BOOKS SUITABLE FOR USE IN REMEDIAL READING

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THE books and materials listed below have been found useful in building up desirable reading habits where less desirable ones have already been established.

Since remedial instruction is of necessity an individual matter each case ideally will call for its own method and its own bibliography. While any one of the books suggested might prove useless in a specific case, the list is of sufficient range and length to admit of choice for any but the most unusual children.

The aim has been to include books and materials with an appeal to a wide variety of interests, since a keen desire to read or a recognized need for reading must be developed before the real business of remedy can begin. There is included, for all levels, much material which though easy has an appeal in thought for older children whose concepts extend beyond their mastery of the printed page. The list further includes material that provides for checking and encouraging progress; material that meets specific difficulties; material that provides means of attack on new words; informational material that is authentic; stories long enough to encourage sustained interest.

The list has been compiled with those children in mind who are in need of special remedial instruction, and is not in any sense a list for use in regular reading classes. Some of the material, indeed, might not appear in recommendations for normal reading pursuits. The bibliography does not pretend to be an exhaustive one and will doubtless suggest books and materials of similar nature and of equal significance. If it seems limited in scope it is because only those materials have been included which have been actually tried out with children in remedial instruction.

The roman numerals indicate the grades for which the books are best adapted.

ALLBRIGHT, NORA B. AND HALL, JENNIE. *Nature Stories for Children.* I, II. Mentzer Bush, New York, 1927.

Nature stories scientifically correct and simply told. Can be read by young children with limited reading ability. Based on children's experiences—nature trips, discussions.

ALDIS, DOROTHY. *Everything and Anything.* II, III. Minton Balch, New York.

Poems that children of second and third grade can read, understand, and enjoy. Some of the material is easy enough for children of limited reading ability.

AYER, JEAN Y. *The Easy Book.* Pre-primer. Macmillan, New York, 1926.

Material related to a child's everyday interests. Phrase reading. Suitable for use with those children who must begin with the simplest of material.

AYER, JEAN Y. *Everyday Stories.* II. Macmillan, New York, 1929.

Folk tales, fanciful material. Vocabulary checked against Thorndike, Gates, and Horn lists. Contains supplementary exercises for review, for silent reading, for ear training, and for informal testing. Page references to story for which the exercise is designed. Multiple choice, true-false, matching beginnings and endings, finished sentences, rhyming words.

BACON, PEGGY. *Mercy and the Mouse.* III, IV. Macmillan, New York, 1928.

The various adventures of a cat that talks. Humorous stories written by Peggy Bacon for her own children. A little more difficult than "The Lion-Hearted Kitten" by the same author.

BACON, PEGGY. *The Lion-Hearted Kitten and Other Stories.* II, III, IV. Macmillan, New York, 1927.

Interesting, humorous stories of animals that talk. Provides practice in reading for rather subtle meanings. Much repetition occurring naturally. "Colorful adjectives, vivid nouns, active verbs."

BUSWELL, GUY T. *Practice Exercises in Careful Silent Reading.* Sets 1 and 2. Wheeler Publishing Co., Chicago, 1923.

Thirty-six sheets of directions and exercises. Can be used but once. Title indicates type of material. Useful in building up habits indicated by Type C of the Gates Reading Test.

BUSWELL, GUY T. *Third Grade Reading Cards.* Wheeler Publishing Co., Chicago, 1923.

Cards (2″ by 4″). Phrase and sentence practice.

CARRICK, VALERY. *Tales of Wise and Foolish Animals.* II, III. Stokes, New York, 1928.

Humorous, imaginative stories of animals that talk. Fascinating, humorous pictures. Useful for developing habit of getting meanings from content, getting the "point" to a story.

COATSWORTH, ELIZABETH. *The Cat and the Captain.* (6-8 years) III or IV. Macmillan, New York, 1928.

A well written story published in the Little Library series. Rather long and cannot be read at one sitting. Sufficiently entertaining to carry interest over from day to day. Much repetition.

COLEMAN, BESSIE BLACKSTONE. *My First Book.* Pre-primer. Silver Burdett, New York, 1927.

Very easy reading. Small vocabulary of words in everyday use among children. Phrase reading.

COLEMAN–UHL–HOSIC. *The Pathway to Reading.* Primer, I, II. Silver Burdett, New York, 1925.

Interesting material. Exercises in making choices, putting words in order. Tests for progress made.

COOLIDGE, FLORENCE CLAUDINE. *Little Ugly Face and Other Indian Tales.* III, IV. Macmillan, New York, 1925.

Folk tales and stories of various Indian tribes. Well written. Fairly easy reading.

CURTIS, NELL C. *Boats.* III to VI. Rand McNally, New York, 1927.

A record of a third grade unit of work. Informational material. Vocabulary of words in everyday use. Interesting experiences of children written in their own language. The children have written the directions by which they made models of boats and ships. Contains a splendid bibliography of children's material on boats. Block prints of boats by fifth grade children.

DARBY, FRANCES M. *Jack and Susan Stories.* II. Macmillan, New York, 1928.

Stories of children's experiences in words that children use. Vivid, colorful expressions. Much repetition. Intrinsic phonetic training. A section devoted to exercises for each story. Things to do, riddles, matching rhyming words, puzzles, lost words, pieces of words, choosing.

DAVIDSON, ISOBEL AND ANDERSON, CHARLES J. *The Lincoln Readers.* Primer, I, II, III, IV, V. Laurel Book Co., New York, 1926.

Useful in establishing mastery of mechanics. Provision for getting rapid and accurate word recognition. Development of skill in different kinds of reading—careful, cursory, purposes of consultation. Considers enlargement of reading vocabulary. Page references in introduction to exercises for developing reading abilities.

DOPP, KATHERINE E. *The Tree-Dwellers*—Book I; *The Early Cave-Men*—Book II; *The Later Cave-Men*—Book III; *The Early Sea People*—Book IV; *The Early Herdsmen*—Book V. Rand McNally, New York, 1904, 1906, 1912, 1923.

Practice in reading for information with material that is both interesting and authentic. Checks on reading in "Things to Do" and "Things to Think About."

DUNN, FANNIE WYCHE AND TROXELL, ELEANOR. *Mother Nature Series: By the Roadside.* II. Row Peterson, Chicago, 1928.

Nature stories of unusual merit both in content and in style. Material not particularly easy but worth the study necessary to enjoy them. Excellent vocabulary, rich in descriptive and action words. Much repetition in a natural way.

DUNN, FANNIE AND TROXELL, ELEANOR. *Mother Nature Series: In Field and Forest.* III. Row Peterson, Chicago, 1928.

Nature stories, interesting and authentic. Rich vocabulary. Can be read and re-read wth profit.

FLETCHER, MABEL ELIZABETH. *Old Settler Stories.* III, IV. Macmillan, New York, 1929.

Stories of pioneer life written in simple, easy language.

FREEMAN–STORM–JOHNSON–FRENCH. *Child-Story Readers.* Primer, I, II, III. Lyons and Carnahan, New York, 1927.

Easy material. Graded one half year below average reader. Only five or six new words in lesson. Much repetition. Comprehension checks. Supplementary diagnostic comprehension tests. Factual material that is authentic.

GAGE, LUCY. *Child Activity Series.* Primer, I. Mentzer Bush, New York, 1927.

Author states that material is based on child experiences; consequently it is within the range of a child's grasp of word concepts. Easy material assembled into readable units. Not particularly stimulating as to content. Books not labeled "Primer" and "First Reader." This seems especially desirable in remedial work. Older children can then read without question material not too hard for them.

GATES, A. I. AND PEARDON, CELESTE COMEGYS. *Remedial Material for Grades III to VI.* In preparation, Bureau of Publications, Teachers College, Columbia University.

To be used as follow-up for the Gates Reading Tests: Types A, B, C, D. These will appear in separate books, four to each grade.

GECKS-SKINNER-WITHERS. *Story and Study Readers.* Primer, I, II, III. Johnson Publishing Co., New York, 1928.

Material based on children's experiences. Good material for phrase reading. Reading for details: matching beginnings and endings, choosing right answer from among several, answering specific questions.

HALL, JENNIE. *Weavers and Other Workers.* III, IV. Rand McNally, New York.

Pictures, poems, industrial stories with historical and literary association, suggested activities. Easy, interesting reading.

HALL, NORMAN H. AND BREUER, MATILDA. *Work and Play with Words.* Primer. Hall and McCreary, Chicago.

Very simple material. Can be used with children who have very few well-established reading habits. Matching words and pictures.

HARDY, MARJORIE. *The Little Book*—Pre-primer. *Sally and Billy*—Pre-primer. Wheeler, Chicago, 1928.

Very easy reading material. For children who can not read at all.

HARDY, MARJORIE. *Wag and Puff*. Primer. Wheeler, Chicago, 1926.

Provides easy reading material of informational sort. Dictated record of first grade reading activities in Elementary School, University of Chcago.

HARDY, MARJORIE. *Surprise Stories*—1st Reader. *New Stories*—2nd Reader. Wheeler, Chicago, 1926.

Easy reading material. Second reader contains stories of community life: the postman, the milkman, city life, country life. One section devoted to wild animal stories.

HEWARD, CONSTANCE. *Ameliar-Anne and the Green Umbrella*. IV. Jacobs, Philadelphia, 1920.

Easy, long story. Holds interest from one reading to the next.

HEWARD, CONSTANCE. *The Twins and Tabiffa*. II, III. Jacobs, Philadelphia, 1923.

Easy reading in a story not too long to be read at one sitting.

HORN–SHIELDS–MCBROOM–CUTRIGHT. *Learn to Study Readers*. I to V. Ginn, New York, 1924, 1926.

Factual material. Authors emphasize building study habits. Provide a variety of exercises for establishing such habits.

HUNGERFORD, FLORENCE. *Dandie, the Tale of a Yellow Cat*. Rand McNally, New York, 1924.

Suited to reading ability at about second or third grade. Easy reading.

HORN, ERNEST AND HORN–SHIELDS. *Flash Cards*. Ginn, New York.

Word, phrase, and sentence flash cards. Organized to require responses in terms of meaning. Accompanying manual suggests many varieties of practice on common words and phrases. Subject to the usual limitations of flash-card material.

JOHN MARTIN'S BOOK. *The Child's Magazine*. III–up. Published by John Martin's House, 33 West 49th Street, New York.

Furnishes reading material in variety and form different from that found in books. Magazine costs four dollars per year, but is well worth the price.

LA MERE, OLIVER AND SHINN, HAROLD B. *Winnebago Stories*. IV, V. Rand McNally, New York, 1928.

Folk lore of the Winnebago Indians. For children who lack an interest in reading but who like stories of Indians, this material may serve as an entering wedge in developing wider reading.

LA RUE, MABEL GUINNIP. *The F-U-N Book*. Book I. Macmillan, New York, 1929.

Interesting, easy reading. Much repetition. Not labeled for grade.

LA RUE, MABEL GUINNIP. *Under the Story Tree.* Book II. Macmillan, New York, 1924.

Interesting, easy material. Not labeled for grade. Animals personified and dressed as children.

LA RUE, MABEL GUINNIP. *In Animal Land.* II. Macmillan, New York, 1929.

Reading to answer specific questions. List of questions or some exercise for testing comprehension at end of each story.

LA RUE, MABEL GUINNIP. *The Billy Bang Book.* Book III. Macmillan, New York, 1927.

Furnishes materials for practice in reading for details, identification of words, evaluating what is read, answering specific questions.

LEWIS, MARY R. *At the Zoo.* Thomas Nelson, New York, 1927.

Records of children's experiences at the zoo. Much of it written by children themselves. For children interested in animals—excellent descriptions of bear, leopard, lion. Especially useful with children whose knowledge of the zoo has to be second-hand.

LEWIS, WILLIAM D. AND ROWLAND, ALBERT L. *The Silent Readers.* I-VI. John C. Winston, Philadelphia, 1924.

Material for rapid silent reading. Material for slower reading—factual, informational type. Lists some causes for poor reading—limited speaking vocabulary, narrow span of recognition, ineffective eye movement, inadequate attention to content, lack of interest. Selection and organization of material to help in solving these difficulties. Test exercises calling for wide variety of responses. Accompanied by flash cards and by work books. Valuable if used with discretion.

LEWIS, WILLIAM D. AND ROWLAND, ALBERT L. *Sentence Cards.* John C. Winston, Philadelphia.

Fifty sentence cards, material on both sides. Calls for responses in terms of meaning.

LOFTING, HUGH. *Story of Dr. Dolittle.* III, IV, V. Stokes, New York, 1920.

Long story of sufficient appeal to hold interest over period of time. Good for reading aloud.

LOFTING, HUGH. *The Story of Mrs. Tubbs.* III or IV. Stokes, New York, 1923.

An engaging story, printed in attractive form. A little book. Provides easy reading material that is good.

MCCALL, WILLIAM A. AND CRABBS, LELAH MAE. *Standard Test Lessons in Reading.* Books II to V. Bureau of Publications, Teachers College, Columbia University, New York, 1925.

Each booklet contains about ninety test lessons. At the foot of each page the scores are interpreted in terms of grade norms or standards. This feature is especially valuable as it makes a direct appeal for improvement. Booklets are accompanied by a manual of directions, though their usefulness in remedial work is not limited to the suggestions found there. Some of the selections are better suited for remedial work than others. The element of interest seems to be even

more potent with children needing remedial instruction that with children who do not need it. Does not cover all phases of reading difficulties.

MATHEWS, FLORENCE AND COFFIN, REBECCA, Editors. *City Stories. Told by Lincoln School Children.* Macmillan, New York, 1928.

Informational material. Life in a city as told by children who live there.

MEIGS, CORNELIA. *The Wonderful Locomotive.* IV or V. Macmillan, New York, 1928.

A story of compelling interest to children, particularly to boys.

MERTON, ELDA L. *Revised Study-Period Projects.* I, II, III. Laidlaw, Chicago, 1928.

Designed for individual instruction. Activities include: booklet making, reading for details, drawing, picture matching, phrase reading, words and their opposites, thought tests, question and answer exercises, riddles, following directions for construction. Exercises for identification of words and writing them. If used judiciously, this helps to break the habit of trying to identify words by their initial letters. Helps to fix attention on *whole* word. These exercises are valuable in remedial instruction in proportion to the interest shown in them. The usual criticism made of drilling upon words and phrases in isolation is applicable here. They do not take the place of reading in context.

MEYER, ZOE. *Nature Readers: Field and Tree*—I; *The Outdoor Book; In the Green Wood; In the Green Fields; Under the Maple Tree.* Little, Brown, Boston. 1923, 1924, 1927.

Material suited to second grade reading ability. However, books are not labeled and can be used with older children to good advantage. Material itself is of interest to children older than those it is designed for.

MITCHELL, LUCY SPRAGUE. *The Here and Now Primer.* Dutton, New York, 1924.

Author states that book follows technique of learning to read in four particulars: number of words in first story small, new words added not more than twenty to story, repetition of words, units short so that child may read by "eye-full." Words selected for vivid sense and motor appeal. Vocabularies selected from lists made from conversations among six-year-old children. Much repetition, but not forced repetition.

MOHR–WASHBURNE–BEATTY. *Days before Houses.* V, VI. Rand McNally, New York, 1928.

How people lived in the long-ago. Reading tests accompany each story.

MUKERJI, DHAN GOPAL. *Gay-neck, the Story of a Pigeon.* V, VI. Dutton, New York, 1927.

Interesting and valuable both as a story and as source of information. Boys usually find it worth the effort necessary to read it.

MUKERJI, DHAN GOPAL. *Kari, the Elephant.* V, VI, Dutton, New York, 1922.

Animal story beautifully written in language boys can understand and enjoy.

MULETS, LENORE E. *Sunshine Lands of Europe.* III, IV, V. World Book, Yonkers, 1920.

Four little stories of children of France, Italy, Spain and Portugal.

ORTON, HELEN FULLER. *The Little Lost Pigs.* II, III. Stokes, New York, 1925.

Good story, attractive to children. A little book that can sometimes be read at one sitting. Much repetition of vocabulary of common experience.

ORTON, HELEN FULLER. *Prancing Pat.* II, III. Stokes, New York, 1927.

Story of a lost horse. Print good, attractive in form. Complete story but not too long. Provides good, easy reading material.

PATCH, EDITH M. *Hexapod Stories.* III, IV. Little, Brown, Boston, 1920.

Nature stories that are authentic. Easy, interesting material arranged in stories that are fascinatingly told.

PATCH, EDITH M. *Bird Stories.* V or VI. Little, Brown, Boston, 1923.

True stories of natural life. Interesting and easy.

PENNELL, MARY E. AND CUSACK, ALICE M. *The Children's Own Readers.* Pets, primer, I-VI. Ginn, New York, 1929.

Content consists of three types of material: (*a*) original stories about the actual experiences of children; (*b*) informational material; (*c*) silent-reading check exercises. Vocabulary checks with standard word lists. Repetition secured by using words in different situations.

PENNELL, MARY E. AND CUSACK, ALICE M. *The Happy Children Readers.* Book One. Ginn, New York, 1927.

Experiences common to childhood. Repetition of a vocabulary based on Thorndike's first 500 words. Things to do: directions for making things, solving riddles, "who" game, "what" game.

PLIMPTON, EDNA. *Your Workshop.* II, III, IV. Macmillan, New York, 1926.

Directions for making things written in language of children. Useful with children who are interested in doing things but who cannot read.

PYLE, HOWARD. *Men of Iron.* V, VI. Harper, New York, 1891.

An account, in story form, of the days of chivalry. Can be used as starting point with children who are interested in that kind of material.

READ, HELEN S. *Social Science Readers: A Story about Boats; An Airplane Ride; An Engine's Story; Grandfather's Farm.* I. Scribner's, New York, 1928.

Very easy material. Delightful reading. Based on children's experiences. Vivid, meaningful words. Repetition. Not graded, consequently older children with slight reading ability can read them with interest and profit without feeling the stigma which seems to be attached to reading primer material when labeled as such.

READ, HELEN S. *Social Science Readers.* I. Scribner's, New York. In press.

Four more books similar to the Social Science Readers. Titles not announced.

One book on firemen, one on policemen, one on the grocery store, and one on the post-office.

SHERMAN, JAMES WOODWARD. *Out in the Kitchen. The Gay Kitchen.* Little, Brown, Boston, 1927.

Two books. Material suitable for "providing much easy reading."

SNEDDEN, GENEVRA. *Docas, the Indian Boy of Santa Clara.* Heath, New York, 1899.

Interesting, authentic account of Indian life.

SPRYI, JOHANNA. *Moni, the Goat-Boy.* IV, V. Lippincott, Philadelphia, 1916.

Story of the life of a little goat-herd in the Swiss mountains. Much authentic informational material, though the story is of primary importance.

STONE, CLARENCE R. *Stone's Silent Reading.* I-VI. Houghton Mifflin, Boston, 1927.

Practice in silent reading habits. Development of facility and power of comprehension. Practice in cursory reading. Vocabulary building—repetitions of words. Exercises in: matching words and pictures, finding what is wrong, finding key words, multiple choice in meaning of words.

THE MERRY-GO-ROUND. A monthly magazine for children. Edited by Hugh Chesterman. Grades II to VI. Printed at The Oxonian Press, Queen Street, Oxford. Published at The Green Gate, Islip, Oxon.

A children's magazine of unusual merit. Full of interesting material of varying degrees of difficulty. Stories and poems to read. Things to do and directions to follow. Entertainment, instruction, information.

THOMPSON, BLANCHE JENNINGS. *The Golden Trumpets.* II or III. Macmillan, New York, 1927.

Fairy stories. New material. Easy and interesting. Good print. Exercises: questions to answer, finding lost words, matching answers.

THOMPSON, RUTH. *Comrades of the Desert.* V. Harr Wagner, San Francisco, 1925.

Adventure of four boys on the Mojave desert. Author aims to give authentic picture of desert life. Material in itself worth reading, but also serves to build good study habits in efficient use of text or reference book.

THOMPSON, RUTH. *Our Neighbors Near and Far.* IV, V. Harr Wagner, San Francisco, 1923.

Geographical information written in simple language. Could be used with older children who do not use textbooks in geography with ease and profit.

TIPPETT, JAMES S. *The Singing Farmer.* World Book, Yonkers, 1927.

Very easy reading. Suitable for children with few reading habits. Choice and arrangement of material unusually good.

TIPPETT, JAMES S. *I Live in a City.* II, III. Harper, New York, 1927.

Poems written for children at the Lincoln School, Teachers College, showing

life in a city apartment. For city children it can be read and understood from a familiar background. Makes interesting, informational material for those children unfamilar with city life.

TROXELL, ELEANOR AND DUNN, FANNIE WYCHE. *Mother Nature Series: Baby Animals.* I. Row Peterson, Chicago, 1928.

"Meets a need for genuine, worthwhile reading material." Primarily informational in character, the stories have in addition a distinct literary quality. Not particularly easy. Material handled in such an attractive, interesting way that the successful completion of a story brings a high degree of satisfaction. Produces willingness to work, though there are difficulties to be met. Re-reading of story possible and profitable. Much repetition of vivid, meaningful words. Valuable substitute for formal phonetic training. Value limited if children do not like nature stories.

WILEY, BELLE. *Mewanee, the Little Indian Boy.* II, III. Silver Burdett, New York, 1912.

Easy, interesting material on Indian life.

WARREN, MAUDE RADFORD. *King Arthur and His Knights.* IV, V, VI. Rand McNally, New York, 1905.

Version of the Arthurian legends simply told.

YOUNGQUIST, LIVIA AND WASHBURNE, CARLETON. *My Reading Book.* Rand McNally, New York, 1926.

Designed for individual instruction. Authors state that the selection of material and method are based on scientific investigation of children's needs and interests. To be at all useful in remedial work the method suggested would have to be followed rather closely. Hence the value of the book is to be determined by the particular child's difficulty and his response to such treatment.

ZIRBES, LAURA AND KELIHER, ALICE V. *The Book of Pets.* I. Keystone View, Meadville, Pa., 1923.

The book is designed "for boys and girls who are learning to read." Because of the interesting content, not labeled first grade material, it is valuable in helping those children who should have learned to read but haven't. Provides development of essential reading habits through context rather than through isolated drill: natural repetition of words needed in vocabulary, similarities in words of context rather than isolated phonic drill, practice in looking for meanings while reading. Occasional re-reading seems desirable with children needing remedial instruction. This book can be read and re-read with pleasure. Exercises of many kinds included.

ZIRBES, LAURA AND WESLEY, MARIAN J. *Workers.* III–up. Keystone View, Meadville, Pa., 1928.

Rich reading material about the working world. Preparation for textbook study. Provides concrete background for the more general, abstract terms later required. Definite, concept building information. Useful in remedial work, for building vocabulary. Book contains a rich variety of words found in daily use—words probably already familiar in oral vocabulary. If child's oral vocabulary is weak, this material should contribute to his stock of meanings.

ZIRBES, LAURA AND WESLEY, MARIAN. *Story of Milk.* Keystone View, Meadville, Pa., 1926.

Authors state that the book is written for boys and girls who have just learned to read. Provides content which enriches experience and clarifies social meanings. Built around everyday environment in vivid, narrative form. Useful for both oral and silent reading. The ease with which it can be read, together with the "rhythmic repetition" provided, contributes to habits of fluent reading. Page following each unit contains exercises: reorganization, recall, review, problem solving, or location of specific information.

SOME TECHNIQUES AND PRINCIPLES USED IN SELECTING AND TEACHING A UNIT OF WORK

By TOMPSIE BAXTER

Teacher in the Lincoln School of Teachers College

BY A UNIT of work we mean the various experiences and activities of a grade which center around some one interest. Several units of work may be in progress in a grade at the same time. For instance, in my own grade at present there are several units in progress —a unit in learning to play the psaltery and composing original tunes for the psaltery; another in learning to sing some songs which were suggested by the children; a third in finding the composition of certain dishes which are served in the lunch room and actually cooking these dishes (because some of us have been ordering poorly balanced lunches); a fourth, a unit in banking. Besides this, we are also doing some drill work in arithmetic which we found we needed, and we have work in the gymnasium every day, an assembly program once a week, and a creative work period once a week. However, I have found always that one particular unit occupies more of the time and the attention of both the teacher and the pupils than any other. The unit which is most important in my room at this time, "The History of Water Transportation," has occupied the major portion of our attention for the past two months, and held the same position for possibly six months in my grade last year. In describing this particular unit of study, I hope to show the importance of certain principles of technique which need to be considered when a teacher is using units of work rather than subjects of study.

SELECTING THE UNIT

The first step in preparation for the selection of a unit of work is to gain a knowledge of the composition of the class which is to use that unit. Accordingly, last spring, at the close of school, I had one conference with the fourth grade teacher of the group which would

be my fifth grade in the autumn, in order to learn something of the results of the work which this class had been doing during the year. In the autumn, when the teachers of the school convened a few days in advance of the opening of school, I was given a list of the members of my class, and the records of those children who had been in this school before were placed at my disposal. From their educational profiles I learned something about where each child stood in regard to the skills. From the reports sent out by preceding teachers, I learned something of the attitudes of each child toward his work and toward other members of his group. From reports submitted upon his entrance to the school, I learned a little of his home life. In my group this year there are nine children who have never been in this school before and one other who was not in the school last year. I read the reports made by the home upon the entrance of pupils to the school and in one or two cases talked with a former teacher about certain children. I had a few short conferences with parents. There are twenty-three children in my group, with no particular problems except one boy who has the habit of stammering. The range of ages from the October first records of this year is from nine years exactly to ten years and ten months. The I.Q.'s as shown by the Stanford Binet tests range from 105 to 156, with a median of 115. The range of ages is probably that of almost any normal fifth grade. The median I.Q. is probably higher than that of most fifth grades, and there is a very great range of ability as shown by the range in I.Q. Some of those children who have a high I.Q. score are quite young for the grade, and this was one of the several factors determining their placement with this grade rather than with the other fifth grade.[1] The range of achievement in reading according to the Stanford Achievement Test, given in May, 1928, is from grade 3.8 to 7.7, with a median of 5.7; in arithmetic from 3.6 to 6.4, with a median of 4.9. Here is a range of ability that is as great as or probably greater than that found in any normal group. Since the median in reading is high and in arithmetic probably about normal, I conclude that there will be individual problems in both reading and in arithmetic, and that a few children will probably need remedial help in both these subjects. At the same time several of the group will be able to read and understand material written for adult reading.

[1] In this school there are two divisions of each grade.

The second step is to consider possible units of work for this grade, and to check these units by criteria set up for the purpose of judging the worth of units of work. For the selection of our unit I have accepted the eight criteria given in *Curriculum Making in an Elementary School*.[2] I have materials, including a bibliography, for each of three units of work which I have taught, which very nearly meet the standards set by these criteria. These units are: "The History of Water Transportation," "The History of Land Transportation in the United States," and "A Study of Greek Life." I hoped my group might be led to suggest or accept two of these units during the year. Because the first mentioned unit seemed most fully to reach the standards set by our criteria, and because this group's former teacher reported their interest in boats,[3] I placed boats, boat books, and boat pictures in our classroom before the arrival of the children. I was not at all positive that this was the unit best suited to this grade. Before a definite selection could be made the interests of the class must be further studied and the children's suggestions heard. The final decision as to choice must always be made by pupils and teachers together. A period of time, the length of which is not fixed, should be allowed for children and teacher to become acquainted with each other and with the new situation. In some training schools connected with teachers colleges, teacher and children are left alone for only three days. On the fourth day observation begins and practice teachers are scheduled. In such a situation "getting acquainted" continues, but the complications are very great. In the Lincoln School, however, no visitors are allowed in the classrooms for three weeks. With last year's class it was near the close of the third week before we had reached a decision concerning our first big unit of work. The fact that this class had always been very individualistic may to some extent explain the delay. This year, before the end of the first week our unit had to be discussed, because the children were so interested. A detailed account of our selection is given, because in undertaking a large unit of work the method of selection is highly important. On the first day of school several children brought with them collections or exhibits which they had prepared during their summer vacations.[4]

[2] Lincoln Elementary School Staff, *Curriculum Making in an Elementary School*, pp. 29 to 41.

[3] Derived probably from contacts with members of last year's fifth grade, from an assembly program given by that grade, and from their own location and their travels.

[4] For several years the children of this school have followed the custom of preparing exhibits from occupations, special studies, or recreations which they have engaged in during the summer.

There were leaves, shells, rocks, a horned toad and other things which one boy had found in Oklahoma, Indian moccasins and relics, pressed flowers, pictures and stories of camp life, well mounted on large sheets of cardboard, some amber picked up on the Baltic sea by the child himself, one illustrated booklet of the trees of Morningside Park, dolls from foreign countries, some electrical toys, etc. Each exhibit was shown at some time during the first two weeks. Its merits were discussed, and in a few cases some reading to answer questions was done. Questions were asked about the boats in the room. A frieze showing the development of boats which had been painted by the grade of the year before and left in the cloakroom was discovered and brought out. Every day some child brought a small boat from home and by the close of the first week six or eight boats had been added to those already in the room. From the very first day the children were asking each other, "What do you want to study this year?" At the close of the first week we had a discussion about what we expected to accomplish as we worked together during the year. Reports of experiences were recalled to find suggestions for suitable study. No decisions were made, but the children were encouraged to express their ideas, to make suggestions, and to elaborate on them. A study of boats and a study of electricity were mentioned most often, and it looked then as if electricity might be the choice of the class. I reminded the group that references which they could interpret and certain other materials for study should be available on the unit selected; and that the information and skills gained should be such as they themselves needed to use. I then told them there would be one further limitation. The unit selected must be one in which the teacher was able to guide them.[5]

They were asked to think about what they wished our big unit to be, and to find references or materials on this subject to be reported the first of the week. Over the week-end, I went to the school library to see what references I could find on electricity. One of the science teachers gave me several books on the subject. I found a few in the library, but only a very few of them could be put in the hands of children. The industrial arts teacher was willing to arrange for the class to visit the central electrical plant of Columbia University. The

[5] I think a ninth criterion might well be added to the eight listed; namely—The unit selected should be one which the teacher is already prepared to guide, or for which under existing conditions she knows she can prepare herself.

shop in the High School would be opened for a visit and one of the teachers would explain the electrical machines in use there. The superintendent of our building promised to explain one of the receiving boards and the switch-boxes in the building. Aside from and along with their electrical toys, the children's greatest interest in electricity seemed to lie in the use of household equipment. Through the household arts teachers, a visit to the cafeteria kitchen could be arranged to study the electrical dishwasher, egg beater, etc. We learned that lecturers from the Edison Company were available, who would bring moving pictures and switchboards to illustrate their lectures. We found that an Electrical Exhibition was to be held in Grand Central Palace and free tickets could be secured for our class. After further consultation with the science teacher and others, we decided that a short unit of work on electricity would be profitable to the class. But because a deep study would lead into material too difficult for and not needed by the class, its selection for our larger unit would be unwise.

On Monday we again discussed possible subjects for our larger unit of study. Two books on ships had been brought in, and several children gave reasons why they wished to study boats. Electricity was discussed. I told the children that I had been able to find some materials on this subject, but that they would be able to read only a very few if any of the books I had located. They told of the books they had, the electrical toys, the electrical equipment they had in their homes. We discussed the lectures available, the visits we could make, and the coming exposition. At the end of this discussion, a vote was taken. A large majority of the class voted for the boat study; the next largest number voted for electricity. We decided to make "The History of the Development of Boats" our big class unit, and to make a short study of electricity.

All the children in the class seemed satisfied with this decision with the exception of one boy new to the school, who wanted to study farming. It has been my experience that there is always at least one child (if not more) who does not willingly accept the decision of the remainder of the class. This child will have a better attitude toward the larger unit if he realizes that his interest has not been set aside but has only not been accepted by the group.[6] For this reason the boy in question was told that he would be given an opportunity to study farming. I then asked if there were any others who wished to

[6] The same procedure was followed last year.

have a period set aside during which each could study the thing which interested him most. Several were ready to name a subject. We decided to meet once a week for study, and, after we had made a beginning, we would report to the class on what we had found.

TEACHING THE UNIT

At the first meeting of the individual interest group we heard a discussion of the subjects chosen. After that meeting I considered it necessary to have some appealing subjects ready for those who did not know what to do with this period. Those subjects I found in the following way. We always give one assembly program during the year, this program usually being concerned with our big unit. After several discussions on plans for our assembly, we decided to tell the school what we had done in our unit of study through a representation of sailors famous in history. Each child, dressed for the part, will represent a sailor and tell what he has done in promoting the development of ships and shipping. For instance, one child may be an Egyptian sailor and tell how boats were made and sailed 1200 B.C. Another may be Columbus and tell how, with his three ships, he sailed across an unknown sea. Before our second period for individual study I located some references on Prince Henry the Navigator, Magellan, Drake, De Gama, and others. Also, with the help of the librarian, I located some materials on other subjects suggested by the children—among them, deep sea diving, airplanes, certain phases of farming, making of glass, and dinosaurs. Many children found other references in our library and at home. Each child prepared a bibliography of the material he used. The first reports have been made to the class. These reports were criticized by the other members of the class, and have been a means of furthering an interest in the individual study.

But, since best results seem to be secured when the group works together on at least one big undertaking, and because the unit chosen is the center around which much of the term's work must fall, each member of the class should be given an opportunity to make his contribution to this unit. He should also be led to see that his contribution has a place in the unit. Therefore, each child is encouraged to talk during our discussion periods, and to tell about the ideas he has gained on the subject under discussion both from his reading and from his experiences. Each child reports to the class on the results of the other

activities he is carrying on in connection with the unit. For instance, Elizabeth has finished a particularly good story on the place of the Greeks and the Romans in the development of boats. She asks to read her story to the class. Teacher and pupils criticize the story. Marguerite, who has perhaps some artistic ability, is asked to show her latest picture of a Greek ship. Neal, who has improved much in his attempts at drawing ships, is asked to show his newest pictures. It is pointed out that these pictures show the different stages in the development of ships perhaps better than we can tell about them. Not only must an opportunity for contributing to the unit be provided, but a feeling of responsibility for such a contribution must be built as well. Constant checking, individual assignments, and recognition of effort will help to build such an attitude.

This unit has stimulated many activities among the children. It is necessary to be on the alert to recognize worthwhile activities begun or suggested by them. The suggestion may be made by asking a question. My part may be only to help find reference reading and to arrange for a report to the class on the answer found. Or it may be that some child suggests, or himself starts, a new and worthwhile activity, and I am called upon to give encouragement, to assist at certain points, or to call the attention of the class to the possibilities of the activity. I examine the field of fine arts, household arts, industrial arts, music, and science to see what they have to contribute to our unit. I suggest activities which the class accepts. We are now following in logical order the history of the development of boats. It has been necessary for me to search for content material which children of fifth grade ability can read, to select from the material found and in some cases to adapt this material and have it mimeographed to put in the hands of the children. In order that they might better interpret some difficult though excellent material relating to our unit, I have set questions, giving the pages on which the answers might be found, and have given page numbers and asked them to find there new facts important in our study. I have encouraged discussions about these facts and have welcomed the asking of questions, in an endeavor so to guide the study that the pupils will profit by some of its richness in content.

The activities in progress are: reading to follow the development of ships from the time of the earliest records of boats found in Egypt; reading something of the history of the nations contributing most to

the development of ships; keeping a written record of our findings; reading these records to the class and criticizing them; making a book in which to keep these and other records; taking a trip to the Museum of Natural History to see the boats there, a trip to the Metropolitan Museum to see the Egyptian collection, and a second trip there to see how other people have painted boats; painting large boat pictures; drawing with crayola smaller pictures for our boat books; making wooden boats in our shop period; making linoleum block prints of boats; learning boat songs; reading and writing poems about boats; reading to find what contributions famous sailors have made to the developments of boats and recording our findings; following Commander R. E. Byrd's expedition to the South Pole and making a Byrd book; locating places and routes on desk outline maps and wall maps.

I have insisted that any worthwhile activity which is begun shall be completed. Because the activities are so many and so varied, and because the rate of progress in most of them is individual, it is difficult to check on results; but these very conditions make checking all the more necessary. The boat book is in itself a check on many of the activities, for in it the children may place their drawings, paintings, block prints, and other pictures, and their poems. Each is held responsible for owning a boat book, and for having in it only certain stories about the development of boats and a set of three desk maps. Certain periods are set aside in which the children show their boat books to the room and report on what they have done. In this way they check each other and at the same time I check each child. Another period is set aside in which they report on and exhibit what they have made in the shop. At this time I have an opportunity to make a final check on uncompleted work. By means of our discussions and our stories we check on the knowledge we have gained of the content of the unit. Our excursions and lectures are followed by discussions in which we check on the information gained. These discussion periods, however, are not primarily designed for the purpose of checking. It is here that we learn from each other; we clear up our doubtful ideas and strengthen others; we also build a regard for the truth and a respect for what others have done for us. In addition to these primary aims of discussion, some opportunity for checking on uncompleted work presents itself. I am far from satisfied either with this method of checking or with others that I am using. For instance, I am not sure that

each pupil should be held responsible for a boat book, or that each book should contain a certain number of stories and maps. However, each pupil seems more than willing to work on his boat book, and seems eager to have good work to place in it. Almost without exception the children have placed more in their books than is required.

Teaching by means of units of work rather than by subjects of study has been criticized by some because there is a tendency to neglect the skills. Probably this is true. I have found this to be true in using units of work: there are so many more interesting things in process that there is a temptation to do the other things and let the skills take care of themselves. Possibly a few children acquire the skills in arithmetic, in oral and in written English, in placing pictures on a page, and other skills incidentally, but it has been my experience that the very great majority of children must be taught a process or a form and then given an opportunity consciously to use this form or process. Some children need less practice than others, it is needless

Reading			Arithmetic		
1927	1928	Gain	1927	1928	Gain
4.5	5.9	1 yr. 4 mo.	4.8	6.7	1 yr. 9 mo.
5.5	7.3	1 yr. 8 mo.	3.4	5.3	1 yr. 9 mo.
6.0	7.3	1 yr. 3 mo.	4.6	5.4	8 mo.
7.0	8.8	1 yr. 8 mo.	4.5	5.7	1 yr. 2 mo.
4.4	5.4	1 yr.	3.9	5.5	1 yr. 6 mo.
4.1	5.5	1 yr. 4 mo.		6.0	
3.7	4.2	5 mo.	4.4	4.9	5 mo.
6.4	7.5	1 yr. 1 mo.	4.6	6.2	1 yr. 6 mo.
7.9	10.0	2 yr. 1 mo.	2.8	4.4	1 yr. 6 mo.
4.9	7.4	2 yr. 5 mo.	4.9	5.8	9 mo.
5.4	6.7	1 yr. 3 mo.	4.5	5.7	1 yr. 2 mo.
7.5	8.8	1 yr. 3 mo.	5.3	6.4	1 yr. 1 mo.
6.0	8.3	2 yr. 3 mo.	4.9	5.5	6 mo.
4.2	5.0	8 mo.	3.5	4.8	1 yr. 3 mo.
4.7	5.2	5 mo.	4.5	4.6	1 mo.
4.5	4.9	4 mo.	3.4	5.5	2 yr. 1 mo.
5.2	6.8	1 yr. 6 mo.	4.3	4.8	5 mo.
4.7	6.3	1 yr. 6 mo.	4.9	5.7	8 mo.
4.3	6.5	2 yr. 2 mo.	3.5	5.7	2 yr. 2 mo.

to say. In teaching the unit of work on the history of boats, I have found very little opportunity for practice on the arithmetic skills, outside the measuring done in the shop in building boats. Therefore, the arithmetic skills have been largely cared for outside this unit. Growth in ability to read informational material is assured through reading about the development of boats, and through reading on our own special topic. Last year I found several children in my class who could not interpret printed material suited to the fifth grade. The psychologist examined these children and located their trouble. An assistant gave two of them remedial drill each day for several weeks. The other children who needed help purchased silent readers and brought in written exercises from these books each day. We continued this for almost two months. The above table shows the results of the Stanford Achievement Tests in Reading which were given to the group of children who studied this unit in 1927-28. These results probably prove nothing, but they indicate that in almost every case a normal or above normal improvement was made in reading, regardless of the fact that the class was taught by the unit of work method. The arithmetic scores made by the same pupils are also given in this table. All scores are in terms of grade equivalent.

The median in reading has jumped from 4.9 to 6.7, and in arithmetic from 4.5 to 5.5 after the year's work.[6]

Need of written English arises in our stories or records of the unit. In some cases these stories are read to the class and they criticize them for form and content; then each child corrects his own story and places it in his boat book. In other cases I indicate the errors in the stories and make suggestions, and return them to the children to be rewritten. After correcting a set of papers, I often make the errors found a basis for teaching a new form. Further practice is given when we write the next chapter of our record. When a child reads his story to the class and receives criticism, an opportunity presents itself for building certain definite attitudes. Among other attitudes, I try to build an attitude of open-mindedness in giving and receiving criticism; an attitude of fairness, of giving credit where credit is due.

Some spelling is cared for in the written work and a spelling lesson or drill is given four days a week.

[6] Reading as a content subject is not taught in this school except in individual cases. It is taught as a skill in the third grade and below. Formal arithmetic is not taught below the third grade. Before that time number concepts are taught incidentally. Much more formal reading and arithmetic is taught in the schools where these tests were standardized.

Skill in use of maps is cared for in locating places, following routes of famous sailors, following Byrd's expedition, and in using our desk maps.

A partial check on the skills is made when the standard tests are given. The Otis Classification Tests are given in the autumn, the McCall Tests [7] in January, and the Stanford Achievements Tests in May of each year.

A summary of the unit arranged in logical order and showing the contribution to the whole which each activity has made should be provided for. The assembly program which was spoken of earlier will, it is hoped, make a good summary of our work.

The results of this unit of work in factual knowledge gained by the child may seem small. However, he does possess a body of facts, all related to one idea. Many of these ideas he has used in building boats, in painting and block-printing boats and ships, in clay modeling, in drawing, in interpreting museum collections, and in examining ships of to-day. In many instances he has shown himself capable of expressing himself in original poems, crayola drawings, paintings, and pottery. This subject of water transportation will probably be one that will always touch his life to some extent. Therefore, I believe he will retain some ideas, and even facts, about this unit of work. Again, he has acquired new and varied interests; his techniques and skills along many lines have improved. And so far as I am able to judge, the work of this unit has either built or strengthened some desirable attitudes.

In summing up this paper, I have listed below first, four principles underlying the selection of a unit of work; and second, fifteen techniques and principles underlying the teaching of a unit of work.

SOME PRINCIPLES UNDERLYING THE SELECTION OF A UNIT OF WORK

1. Know as much as possible about the composition of your group. Know the range of ages and the range of I.Q.'s; the range of abilities in the skill subjects; the special abilities of the different members of the group. Know something of the schools which different members of the class have attended before; of the home life and the attitudes of individual members.

2. Consider units of work for this grade in light of the data found.

[7] Thorndike-McCall Reading, Woody-McCall Arithmetic, and Morrison-McCall Spelling.

Check these by criteria set up for judging units of work. Make a tentative selection of one or two units.

3. The teacher may to some extent determine the selection of the unit of work by setting the stage in advance. In making the final selection, however, the teacher should within reasonable limits encourage exploration of the various fields by the children and help them to reach a wise decision.

TECHNIQUES AND PRINCIPLES UNDERLYING THE TEACHING OF A UNIT OF WORK

1. A period of time, the length of which is not fixed, should be allowed for children and teacher to become acquainted with each other and with the new situation. It is during this period that the final selection of a unit of work is made.

2. The teacher must be aware that at all times new attitudes are being built or old attitudes are changing. She should take advantage of every opportunity to make these attitudes desirable.

3. Best results are obtained when the group works together on at least one big undertaking; therefore time and energy may well be spent in securing each child's interest in some activity relating to the larger unit.

4. At the same time the development of worthwhile individual interests should be encouraged. It may be necessary for the teacher to suggest interesting activities and problems to those few who are undecided what they will pursue. She must study the present activities of the class and of these particular children and endeavor to suggest something which the individual child sees is needed in his own or in the class activities.

5. Each pupil must be given an opportunity to make his contribution and must feel that he is contributing to the big unit of work.

6. The teacher must be on the alert to recognize worthwhile activities begun or suggested by the children, and to give the help that is needed in carrying these through.

7. She should search the field of fine arts, industrial arts, household arts, music, and science to see what they have to contribute.

8. She should suggest activities which will contribute to the richness of the unit.

9. She should insist that any worthwhile activity pertaining to the

unit which is begun by the individual child shall be completed. It will possibly be necessary for her to follow a definite routine of checking.

10. The teacher must select material which will furnish content and meaning to the unit. She must develop in her pupils the ability to select facts and ideas from this material, and teach them to organize these for their own use.

11. The teacher should be constantly adding to her bibliography for this unit; she should teach the children to make their own bibliographies.

12. Advantage should be taken of every opportunity to show the class that a certain skill is needed for the satisfactory completion of a portion of the unit. At the same time, it is very probable that extra drill outside the unit may be necessary before the skill is assured.

13. Certain skills which the child needs for life in school and out will be found related to this unit. These should be listed and taught in connection with the unit. Other skills which he needs now will not be related to this unit and these should be listed and time provided for their development and practice outside the unit.

14. Here, as in other methods of teaching, a system of checking on the skills taught should be worked out.

15. A good summary of the unit arranged in logical order and showing the place of each activity should be provided for.

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NEW STUDIES IN EDUCATION

TRENDS AND NEEDS IN HOME MANAGEMENT *

THIS study is the result of a comprehensive survey of the field of Home Management in colleges and universities. The evaluation of past, present, and desired practices in regard to placement of course, time allotment, prerequisites, credit, aims and objectives, text and reference books, content of course, and method of presenting work by administrators, instructors, and a jury of experts will give direction for future policies and form a sound basis for curriculum construction. The study shows definite needs in the field and this should enable institutions to reconstruct their work in order to meet the demands and thereby give better professional training to their students.

SUMMARY OF FINDINGS

1. Home Management is shown to be a course which should preferably be given in the fourth year. Instructors and jury feel it requires a good background of subject-matter courses not only in Home Economics, but in related fields. This is further verified by the choice of prerequisites.

2. There is a definite tendency to increase the number of hours given to the course. Present practice shows an increase of 1 2/3 times as many hours as past practice. Desired practice is 2 1/4 times as great as past, and 1 1/3 times that of present practice. Credit is correspondingly increased.

3. There is a lack of agreement in regard to aims and objectives for the course.

a. In past practice the aims which deal with the performance of household tasks, the development of skills in the execution of them, the dissemination of information in regard to the details of operation of the home, and the acquisition of knowledge in regard to the economic aspects of the home, held an important place.

b. Present practice would emphasize, in addition, the aims which stress the development of worthy home membership, valuable use of leisure. There is more consideration given to development of appreciations and less to the development of skill.

c. Those aims, which include family and community relationship, the place of the child in the managerial program, the problem of efficient consumption, development of judgments in regard to the relative importance of household duties, and the coördination of these into a unified whole in order to bring happiness to the members of the family group, are considered paramount.

* By Helen Elizabeth Judy, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 365.

4. The choice of materials used in the course shows as wide a variation as the aims but in each case the topics which are selected correspond with the aims which were set for attainment.

a. The problems which deal with the physical care of the home, its furnishings and equipment, child care, household accounting and budgeting are being taken from the course in many institutions. The jury agree with this policy as they consider this material should be incorporated in courses which should be considered as prerequisites. Only in their interrelationships are they significant in the course of Home Management.

b. Problems that deal with understanding, development, and improvement of standards should be considered of importance.

c. The problem of the use of time, energy, and money is now placed by the jury and instructors as one which should hold an outstanding place in a course in management.

d. Fatigue elimination through efficient planning of work, wise choice and arrangement of equipment, and a comparison of methods of work is being included as part of the course.

e. The effect of the industrial world on the home and its activities from the point of view of the facilities offered, their availability, practicality, and cost should be considered as pertinent.

5. There are in general three methods used in presenting the work in Home Management, namely, lecture, laboratory, or home management house, but these are also used in various combinations. The use of the lecture method predominates but the use of the home management house is increasing in favor. There are evidences of the need of other methods that give the girls closer contact with homes and direct experience in its managerial problems.

FORMULATION OF POLICIES

1. There is evidence that there should be a more general acceptance of the definition of the field of Home Management as presented by leaders and a widespread application of the principles set forth in it.

2. The placement of the course in Home Management in the last half of the third year or preferably in the fourth will be necessary in order to have sufficient time to give the basic materials in prerequisites.

3. It will also be necessary to increase the scope of subjects included as prerequisites, and thus eliminate materials which are essential to but do not belong in a course in Home Management.

4. The instigation of extensive surveys, not only of the home, but of institutions which affect home life will be necessary in order to ascertain and understand the circumstances which create or alter management problems.

5. There is need of further experimentation in methods of presenting the work in this course in order to make it more vital and more effective, and to give the students actual managerial experience.

6. Coöperation with industrial and social agencies is necessary to make students conscious of the contributions of these institutions, and the effect they have upon the managerial problems of the homemaker.

THE INFLUENCE OF MEANING ON CHILDREN'S CHOICES OF POETRY *

THIS study is an inquiry into the effect of certain factors of meaning on children's choices of poetry. The specific aim was to test: (*a*) the extent to which figures of speech and involved sentence structure obscure meaning and thereby influence choice; (*b*) the extent to which actual experience as a factor of meaning influences choice.

The data were derived from testing equivalent groups of sixth grade children by means of paired poems. A preliminary investigation was also made. It included a study of the opinions of those well qualified to speak on the subject of poetry and on the teaching of poetry, and an analysis of thirty-five literature courses for intermediate grades to discover prevailing practice in the selection of poetry for use in such grades. The themes of all poems listed were classified to discover significant trends.

SUMMARY OF CONCLUSIONS

The following conclusions were reached:

1. Poetry possesses values that are not commonly found in prose, but at the same time involves reading difficulties not usually encountered in the reading of prose. These difficulties have their genesis in the nature of poetry—in its purpose, its structure, its language.

2. The data derived from the tests give ground for the assumption that, in so far as the poems used were concerned, figurative language and involved sentence structure tend to obscure meaning and prove a difficulty of some moment, and choice tends to be in the direction of that which is most meaningful to the reader.

3. A child's preference for a poem, especially one that contains figures of speech, may be based on a literal interpretation of the figures which yields a meaning wholly at variance with the author's, but one, presumably, pleasing to the child.

4. In so far as the poems in this study were concerned, actual experience as a factor of meaning influences choice.

5. There is, also, sufficient ground for the assumption that the emotional attitude associated with an experience influences choice of poetry descriptive of similar or related experiences.

6. The conclusions derived from the preliminary investigation relative to prevailing practice in the selection of poetry for use in intermediate grades were: (*a*) The selection tends to remain traditional, and the literature courses that have departed to any extent from such a pattern have done so by substitution rather than by elimination; but the new material tends to be more closely related to the experiences of the children than the traditional material. (*b*) There is a strong tendency to adhere to the school of nature-poetry and to include much poetry of a patriotic character.

7. A study of the themes recurring most frequently among the 753 poems listed in the thirty-five courses analyzed, leads to the conclusion that there is overemphasis on nature-poetry and too little attention to poetry more in harmony with children's experiences.

The practical applications of this study,

* By Blanche E. Weekes, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 354.

as seen by the investigator, should be of value to all those who are interested in curriculum making, particularly for the intermediate grades; to any one who is teaching literature to young people—guiding them to see the beauty the poet has created and to find enjoyment in that beauty.

PROBLEMS OF PRESCHOOL CHILDREN

A BASIS FOR PARENTAL EDUCATION*

THE purpose of this study was to discover the relation between the problems that arose in the care and training of 225 American-born children between the ages of one and five years, who were referred to seven habit clinics, and such factors as the chronological ages and mental levels of the children, the nationality, education, religion, and occupation of their parents, the quality of their homes, the number of children in the family, and the age position of the problem child in the family. The opinions of various specialists concerning the importance of the parents' attitude toward and manner of dealing with their children's problems are also given. This information, it is hoped, will add to the knowledge upon which parental education courses are based.

FINDINGS

1. The problems treated by the clinics were of three types—physical, social, and emotional—and included fifty-three different problems. Of the 903 cases of these problems, 431 were presented by the 110 boys of the study and 472 by the 115 girls.

2. The age range was from 1 to 5 years for both boys and girls. The mean age for boys was 3.31 years; for girls, 3.44 years; and for the total number of cases, 3.37 years.

3. The "above average" and "average" mental level groups included a larger percentage of girls than boys.

4. The data concerning the parents and families of the children show that 64 per cent of the parents of the children were American-born and 36 per cent foreign-born; that the educational training varied from "illiteracy to finishing the 8th grade" to "attending or finishing college or postgraduate schools," with 50 per cent in the former group and 19 per cent in the latter; that four types of religion — Protestant, Roman Catholic, Jewish, and Greek Catholic—were represented by the parents; and that the occupations of the fathers included practically all types of work from that of the rag picker and railroad lamplighter to that of Episcopal rector, lawyer, and college professor. Sixty-four per cent of the homes of the children were rated as either "good" or "fair," 14 per cent as "superior," and 22 per cent as "poor." Of the 225 children, 158 came from families with but one or two children, though the number of children in the families varied from one to nine.

5. The fourteen problems of most frequent occurrence were enuresis, need of surgical or medical care, negativism, temper tantrums, food problems, emotional dependence on adults, poor nutrition, speech problems, restlessness, too much attention and interference from adults, too little opportunity to play with

* By Marie Agnes Tilson, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 356.

children of the same age, thumb- or finger-sucking, masturbation, and fear. Yule's coefficient of association was used to show the relation between the various pairs of these problems. Further analysis of the seven problems of most frequent occurrence (the first seven stated above) showed that these problems were common to all groups of these American-born children, irrespective of their age, sex, mental level, or age position in the family, the quality of their homes, and the birthplace, educational training, religion, and occupation of their parents.

6. It is found to be the general opinion of specialists in child care that the responsibility for the physical and mental health of young children must be assumed, primarily, by the parents and other adults who are with the children over long periods of time.

SUGGESTIONS FOR THE USE OF THE DATA IN PARENTAL EDUCATION

It is thought that this material may be of use in parental education courses in helping parents to prevent or to solve the problems commonly met in the rearing of young children, in encouraging them to consult specialists when they need help with these problems, and in bringing them to a realization that, though specialists may suggest changes or measures that will help them to solve these problems, the responsibility lies, rather, with them and others who are with the children over long periods.

COLLEGE AND UNIVERSITY BANDS: THEIR ORGANIZATION AND ADMINISTRATION *

THE problem of this study was to discover the present status of bands in institutions of higher education in the United States and to set up or discover standards which may be used in improving their organization and administration.

METHOD

To determine the present practice of college, university, and normal school and teachers college bands, two survey blanks were sent to the bandmasters of one hundred and one institutions of higher education. Complete returns were received from fifty-four institutions.

After a preliminary tabulation of results a set of tentative standards for college and university bands was made out covering the following points:

1. Personnel.
2. Equipment.
3. Activities.
4. Financing and budget making.

A section was also added in regard to the advisability of giving college credit for band work. This set of tentative standards was checked by twenty outstanding bandmasters, not included in the original survey, who had college and university band experience.

The bands of the fifty-four institutions of higher education previously indicated were projected against the standards set up.

THE RESULTS

The findings of this study may be grouped under the standard headings as follows:

* By La Verne Buckton, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 374.

A. Personnel

The functions of the director as set up in the standards seem to be adequately cared for in most cases.

There seems to be some confusion between the duties of the director and the business manager.

Lessons given through the music department, when one exists, should include class instruction to supplement private lessons.

The functions of the student officers in relation to the band are not clearly defined in most of the college bands. These should be clearly set forth in the constitution and by-laws.

Rebating tuition and giving scholarships to band members would seem to be highly questionable practices.

B. Equipment

Many colleges fail to furnish even a part of the instrument indicated as necessary.

Parts of the uniform which may be used only at college functions should be furnished free of charge to students.

A deposit should be required on all instruments and uniforms furnished free to students.

C. Activities

The bands are up to standard (one hundred and twenty minutes) in the amount of time spent at band rehearsal per week.

There should be a greater differentiation of function between the concert and military bands. Even where there are two bands this difference is not generally understood.

Many institutions fail to provide concert trips for their concert band. This type of activity needs to be strengthened and fostered.

Free open air concerts are provided by the majority of the institutions.

In many institutions some form of honorary fraternity or society could be sponsored with profit.

D. Financing

Only 44.4 per cent of the entire number of bands studied provide for handling financial matters through the bursar's or treasurer's office.

Very few of the institutions indicate any form of budget for band work. Five bands out of the fifty-four have a budget provision for the repair of instruments owned by the college; three have a budget provision for music. Six have a budget provision for the replacement of old instruments at regular intervals. Two of the fifty-four bands have a budget provision for the purchase and replacement of uniforms as needed. Instead of scattered and haphazard support the various funds should be united into an adequate annual budget that will consider present and future needs of the bands.

E. College Credit

It would seem that there should be an extension of college credit for band work as a free elective on all courses of the college or university.

The study includes a table which gives an accurate set of figures for use in determining budget replacement, repair and depreciation charges for band instruments, as well as a table showing replacement and depreciation charges for band uniforms.

THE RELATIVE MERITS OF CONVENTIONAL AND IMAGINATIVE TYPES OF PROBLEMS IN ARITHMETIC *

THE teacher of arithmetic is constantly confronted by the problem whether it is better to lead directly to a consideration of number relations or to make the approach indirectly by way of the daily experiences of children. Shall attention be called explicitly to the idea of addition, for example, or shall addition be allowed to appear incidentally as an outgrowth of children's activities? Shall subtraction be learned as a special method of number manipulation, or shall subtraction be made into a game which is played? In short, shall the ideas of number operation be presented as facts of importance in their own right, or shall they be subordinated to other and compelling interests which children for the moment may possess?

A special phase of the whole general problem has recently appeared in the contrast which certain writers have drawn between the short, tersely stated *conventional* type of problems in arithmetic and those of the longer, wordier *imaginative* type which contain interesting elements not mathematical in character. The claim has been made that the terse, conventional statement of problems should be abandoned for the type of statement which is longer and which is said to present an imaginative appeal. The present study was undertaken in order to examine the merits of this claim.

PROCEDURES

By means of problem tests data were secured from two thousand children which provided comparisons of the values of the two types of problems as practice exercises in learning the meaning and use of the fundamental operations. Children were tested upon pairs of problems, the members of each pair being similar in every respect except as to form of statement. Relative ease of solution was the criterion for judging relative values of the problems of a given pair.

The responses of children to problems of the two types were secured under both uncontrolled and controlled time conditions. A special form of the tests included in the comparisons conventional problems which contained extra wording designed to suggest the operations required in the solutions. Moreover, data were secured from standardized tests which provided measures of reading ability, of intelligence, of carefulness of work, of arithmetical reasoning ability, and of skill in the fundamental operations.

The data which were secured were assembled to show both differences and similarities in responses to the two types of problems, and to compare these differences and similarities with the scores obtained from the standardized tests.

FINDINGS

The findings of the study are largely negative. Problems of the imaginative type offer no advantages as practice exercises over problems of the conventional type when conditions are such as to give children ample time to try all of the problems of an exercise. Expanded conventional problems designed to assist pupils by their extra wording, while appearing to be helpful to some children,

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are neither a help nor a hindrance to the majority of pupils. Differences in responses to the two types of problems in individual cases are due to chance alone and bear no relation to the abilities measured by the standardized tests.

On the positive side it was found that while the responses of the pupils to the two types of problems were more similar than different, the conventional type of problem offers superior opportunity for practice when the time of the practice periods is limited. Aside from the consideration of the time needed to read a problem, the manner of its statement is an unimportant factor, if the terms used are familiar.

The study assumes a difference between the learning of number relations and the learning of situations of which they may be a part, and distinguishes between the purposes of problem solving in the earlier and later stages of the learning of arithmetic.

DIFFERENCES IN ACTIVITIES OF GRADE TEACHERS AND OF TEACHERS IN ONE-TEACHER RURAL SCHOOLS *

THIS study is an attempt to discover whether or not the activities of teachers in the one-teacher rural school differ in any important respect from those of grade teachers in the city; and, if such differences exist, whether they are significant in teacher training.

A check list of possible differences was devised. This list was based on teacher's diaries and expert opinion. Accurate and comparable returns were received from 550 rural teachers in twenty-four states and from 200 grade teachers in five states. The rural teachers who answered the questionnaire had been rated as "best" or "poorest" by their county superintendents. The returns were tabulated so that comparisons could be made between grade teachers and teachers in one-teacher schools, and between "best" and "poorest" teachers in one-teacher schools, and, also, between rural teachers in various states.

The sampling is sufficiently large and is distributed widely enough that it probably represents with a high degree of accuracy conditions in the United States as a whole. The persons to whom the check list was sent were selected in an impartial manner and the returns seem to be equally impartial except for the fact that there is some evidence that good teachers in each group answered somewhat more often than did poorer teachers, and consequently the findings represent best practice a little better than they do common practice.

Approximately one hundred activities are shown to be generally required of and performed by teachers in the one-teacher school which are not expected of or done by grade teachers. There are very few differences between the activities of rural teachers in different states. The activities of teachers in the one-teacher schools in different states are more alike than the activities of best and poorest rural teachers in the same county. So far as the activities considered in this study are concerned, the activities and attitudes of

* By Verne McGuffey, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 346.

poorest teachers in one-teacher rural schools are much more like those of grade teachers in cities than they are like those of the best rural teachers. About 80 of the activities in which rural teachers differ from grade teachers are found in the list of reasons given for superiority of best teachers by their county superintendents. Superiority in the one-teacher school seems to depend on the performance of a large number of activities not expected of the grade teacher.

There is a real and statistically reliable difference between the activities and attitudes of the teacher in the one-teacher school and the grade teacher in the city.

The peculiar duties and difficulties of the teacher in the one-teacher school fall into a few well-defined groups. These groups of activities and attitudes are proposed as the basis for units in special curricula for training teachers who are to go into the one-teacher schools.

COLLEGE NEWS

EDUCATIONAL ADMINISTRATION

The survey of Teachers' Salaries in Yonkers, which was made by Professor Willard S. Elsbree for the Division of Field Studies, has been printed and is available for distribution. This study recommends increases in teachers' salaries amounting to approximately $130,000 per year.

Professor Paul R. Mort spent August 19 to 21 in Harrisburg, Pa., working on the problems of the Legislative Commission to Study the Distribution of State Subsidies to School Districts. On September 2 he represented the Kansas School Code Commission before the Kansas Legislative Commission on Taxation.

Dr. William C. McGinnis, who majored in educational administration in Teachers College, recently completed the requirements for the Doctor's degree, writing on "School Administration and Supervisory Organizations in Cities of 20,000 to 50,000 Population" for his dissertation.

Professor George D. Strayer attended the meeting of the Commission on Supervision of the Department of Superintendence of the National Education Association in Washington on October 10 and 11. This Commission is to report to the Department of Superintendence at the February meeting.

Professor Strayer was in attendance at the meeting of the National Advisory Committee on Education in Washington on October 14 and 15. This Committee is considering the relationship of the federal government to education.

The first luncheon of the year for students and staff members in educational administration was held at the Faculty Club on Wednesday, October 2. Dean Russell made an address which stimulated lively discussion.

The Montclair Academy of Montclair, N. J., has added Mr. Walter Evans to its teaching staff. Mr. Evans took his major work in educational administration during the past year at Teachers College.

The Board of Education of Holyoke, Mass., has engaged the Division of Field Studies of the Institute of Educational Research to make a general survey of the schools of Holyoke, Mass., during the coming year. Field work on this survey will be begun at an early date.

On September 20 Professor Mort addressed the teachers of Greene County, New York. He spent October 16 to 18 at the Indiana State Teachers' Association in Indianapolis, where he addressed the County Superintendents' Section on

"The Rehabilitation of Local Self-Government"; the Junior High School Section on "Common Shortcomings of Junior High School Organization"; and the general meeting on "Schools for Individuals."

The Division of Field Studies has been retained by Governor Caulfield and the State Survey Commission of Missouri for the purpose of making a state-wide survey of all the public educational institutions in that state. The survey will include public schools, teachers colleges, and the university, and the institutions for special groups such as the deaf and the blind.

Professors Strayer and Engelhardt are directing the work of this survey. Other members of the staff of Teachers College who are participating in the survey are Professors Mort, Evenden, Carter Alexander, Elsbree, C. J. Tidwell, F. B. O'Rear, Mr. Donald Cottrell, and Miss Florence B. Stratemeyer. Dr. R. E. Tidwell, formerly state superintendent of schools in Alabama, and Mr. C. E. Rarick, professor of rural education, Kansas State Teachers College, Hays, Kans., are also collaborating, as is Mr. Harry P. Hammond, who was formerly connected with the Society for the Promotion of Engineering Education in New York City. The field workers are Messrs. S. C. Oliver, M. R. Brunstetter, and R. L. Hamon, graduate students in educational administration at Teachers College.

The survey is the result of a desire on the part of Governor Caulfield to carry out a program of improvement in the educational institutions of the state. The survey is being made for the purpose of getting an impartial analysis of existing conditions.

Mr. L. P. Young has been appointed a dean's scholar in educational administration to work with Professor Carter Alexander on a minimum superintendent's professional library.

Mr. Max R. Brunstetter and Mr. C. F. McElhinney, students in educational administration, have been appointed to fellowships.

On October 16 Professor Strayer spoke before the Sixteenth National Congress of the Playground and Recreation Association of America. The Congress was held in Louisville, Ky. Professor Strayer's subject was: "The Place of the Public Schools in Providing Leadership in Play and Education."

Professor Strayer spoke before the general session of the Maine State Teachers Association at Portland on October 24.

Students in administration have been most enthusiastic in their welcome to Professor Ellwood P. Cubberley, dean of the School of Education at Stanford University, Calif. Professor Cubberley is visiting professor in Teachers College this year and is participating in the work of the department of educational administration.

Students in the courses for superintendents of schools, their wives and children were entertained by the staff at a picnic held on the grounds of the Horace Mann School for Boys and at the home of Professor and Mrs. Strayer, in Riverdale, on Saturday, October 12. One hundred and fifty persons enjoyed an afternoon of recreation and the picnic supper.

ADVISERS OF WOMEN AND GIRLS

Students registered in the 1929 Summer Session classes offered by the department of Advisers of Women and Girls represented thirty-five states. Ohio and New York led in numbers, with twenty-nine and eighteen students respectively. Twenty-six per cent of those registered now occupy positions as deans in junior or senior high schools, fourteen per cent are deans or assistant deans in institutions of college rank, and fifty per cent are teachers who have for the most part specialized in English or in mathematics. Twenty-six per cent had had from six to ten years' teaching experience and an equal number had had from ten to fifteen years' experience. The prevailing age was from thirty to thirty-nine years, and more were connected with the Presbyterian church than with any other one.

During the month of October, Professor Sarah M. Sturtevant addressed the annual meeting of the Associated School Boards and Trustees of New York State Boards of Education which met in Troy, and spoke on "The Function of the Dean in Public High Schools." She also conducted a conference in connection with the Indiana State Deans' Association in Indianapolis. The discussions covered several aspects of the work of the dean, including such topics as "The Interview," "The Daily Schedule as a Means of Individual and Social Diagnosis," and "The Relation of the Dean to the Development of the Social Program." She addressed the State Parent Teachers' Association on "The Unique Function of the Dean of Girls" and the State Home Economics Association on "Common Objectives of the Dean of Girls and the Home Economics Department."

A Personnel Study of Deans of Girls in High Schools, by Professors Sarah M. Sturtevant and Ruth Strang, has recently been published by the Bureau of Publications of Teachers College. This is a companion study to two other monographs also published by the Bureau—*A Personnel Study of Women Deans in Colleges and Universities,* by Dr. Jane Louise Jones, and *A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools,* by Professors Sturtevant and Strang.

COLLEGE ADMINISTRATION AND INSTRUCTION

Students in the several courses for college administrators and instructors have come from positions in the following states: Alabama, Arizona, California, Connecticut, Iowa, Kansas, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Ohio, Oklahoma, South Dakota, Tennessee and Virginia. China and Syria are also represented in the group. These individuals represent a wide range of administrative and instructional positions in the institutions from which they come.

Professors Edward S. Evenden and Floyd B. O'Rear and Dr. Donald P. Cottrell are participating in the survey of education for the state of Missouri, working on the sections of the survey which deal with higher education, including teacher training. Dr. Evenden and Dr. Cottrell spent two weeks visiting the several institutions in the state.

Dr. Thomas E. Benner, formerly Chancellor of the University of Porto

Rico, has been appointed visiting professor of education in Teachers College for the current year, and will participate in the various courses offered in College Administration and Instruction. Dr. Benner is making a special study of institutional public relations.

Dr. O'Rear spent a number of days at the University of Maine during the month of October, conferring with the staff members of the University concerning the survey of higher education in Maine which is now in progress. Dr. Evenden and Dr. O'Rear recently completed a thorough study of the physical plants of the Maine institutions, spending ten days in visiting all of the institutions.

On August 12 Dr. Benner delivered an address on "Porto Rico and the Tariff" before the Round Table on Latin America of the Institute of Public Affairs at the University of Virginia.

EDUCATIONAL PSYCHOLOGY

All the members of the department of Educational Psychology—Professors Thorndike, Gates, Hollingworth, Pintner, Ruger, Spence, Watson, and Whitley, as well as several assistants in the department, Mr. John Long, Dr. Theodore M. Newcomb, and Mr. William Biddle, attended the Ninth International Congress on Psychology at Yale University, from September 1 to 8. Professors Pintner, Spence, Gates, Watson, and Thorndike were on the program in various sections of the meeting.

Professor Rudolf Pintner contributed a chapter in the *Foundations of Experimental Psychology*, entitled "General Ability of the Individual in School." The book is published by the Clark University Press.

A translation of Dr. Thorndike's *Educational Psychology, Briefer Course*, into Czech by Ladislav Urban and Vaclav Prihoda has just appeared. A new edition of the translation of the same book into German by Dr. Bobertag will appear shortly, with some material added by Dr. Thorndike and with an introduction by Professor Karl Bühler of Vienna. A translation of Dr. Thorndike's volume on *Adult Learning* into Chinese is being prepared by Dr. Jennings P. Chu.

At the International Congress of Psychology one of the evening lectures was by Professor Thorndike, on "Fundamental Factors in Learning."

The Psychology of the Adolescent, by Professor Leta S. Hollingworth, published in New York in 1928, and in London in 1929, is among the forty books chosen this year by the American Library Association, for the Committee on Intellectual Coöperation, of the League of Nations.

EDUCATIONAL SOCIOLOGY

The Educational Sociology Club, before the close of last term, visited the Heckscher Foundation, Welfare Island, and the Children's Village. Out of the surplus carried over to the year 1929-30 the club voted to subscribe to the following journals for use in the Laboratory: *Journal of Social Forces, American Journal of Sociology, Sociology and Social Research, Journal of Educational Sociology*. During the Summer Session the club conducted a theatre party, at-

tending the play "Street Scene." This was followed some days later by a discussion of the play, with Dr. Kulp leading.

During the past year Professor David Snedden has given several talks before the Harlem Educational Forum. Last summer he gave a series of lectures at the following institutions: State Teachers College at Kearney; University of New Mexico, Albuquerque; New Mexico Normal University, East Las Vegas; East Central State Teachers College, Ada; Kansas State Teachers College, Emporia.

Professor Daniel H. Kulp gave a talk before the Columbus Teachers Federation last spring on "How Can Teachers Improve Their Social Status?" On his way West he stopped at the Samuel Huston College to give a special convocation address there, speaking on "Why Have Schools?" Later he gave the commencement oration at La Verne College, his subject being "The American Temper." From June 10 to June 28 he gave two courses at the State Teachers College at Silver City, one on "Elementary Sociology" and the other on "The Sociology of Educational Problems." From July 1 to 3 he gave various lectures on education and sociology at the New Mexico Normal University at Las Vegas. On September 3 he attended the Teachers Institute at Saginaw, Mich., speaking on "Personalizing Teaching" and "How Can Teachers Improve Their Social Status."

At the October meetings of the Michigan Education Association Dr. Kulp addressed the High School Sections in every district except at Escanaba.

In a new book by Harper and Brothers on *Trends in American Sociology*, Dr. Kulp has contributed the chapter on "Educational Sociology."

Mr. Claude E. Arnett has been appointed assistant in the department for the coming year.

Mrs. Helen H. Davidson has been serving as statistical assistant in the department, analyzing the results of tests to check up on the effects of teaching in the two courses, School Use of Social Agencies and Public Opinion.

Dr. Kulp is coöperating with the National Child Welfare Association in the direction of a series of tests to discover the effect of assembly programs on changing the attitudes of high school pupils with reference to international mindedness.

ELEMENTARY EDUCATION

Miss Jean Betzner was visiting instructor in the department of education at Utah Agricultural College, Logan, Utah, the first three weeks of their summer session. She conducted two courses, one in Principles of Education and one in Primary Activities.

Professor Lois C. Mossman spoke at the Institutes at York, and Upper Darby, Pa., during the early part of September. She addressed the classroom teachers interested in elementary education.

Dr. Mossmann spoke before the Teachers Annual Institute of Macon County, Ill., which was held at Decatur from October 9 to 11.

Professor Edwin H. Reeder returned from several months abroad in time for

the opening of the fall semester. He spent considerable time visiting schools in both England and Germany. During the last week in August at a conference on American education held in the city of Mainz, Germany, Professor Reeder delivered two lectures; one on the American point of view with regard to supervision in public schools and the other on visual education in the United States.

Professor James R. McGaughy gave an address before the Elementary Principals Club of Cleveland, Ohio, on October 24. He discussed homogeneous grouping in the elementary schools. At luncheon the next day he was the guest of the principals and supervisors section of the Northeastern Ohio State Teachers Association and spoke on "The Status of the Testing Movement."

The annual picnic of the Elementary Club was held at the foot of the Palisades below Dykeman Street, on Saturday afternoon, October 12. Students enrolled in the three major courses in Elementary Education and Supervision were present, together with a number of former students who returned to the college especially for this event.

ENGLISH

Professor Allan Abbott gave courses in research problems in English, methods in the teaching of high school literature, methods of teaching high school composition, and a course in poetry in the ten weeks' summer session at State Teachers College, Greeley, Colo.

Dr. Ida A. Jewett spent two days in the conference of the Teachers of English held at Syracuse University. She spoke at the dinner meeting July 25, and at conferences on the following day.

Dr. Jewett will speak at the meeting of the Central Western District of the New York State Teachers Association to be held at Rochester November 2.

Dr. Elizabeth Cook reports an interesting visit during summer session to the Bowdoin Museum of Fine Arts, as guest of the curate. The museum has many original Copleys and Stuarts.

FINE ARTS

Professor George J. Cox served upon the Selection Committee of the Second International Exhibition of Industrial Art, now showing at the Metropolitan Museum of Art.

Mr. Charles J. Martin conducted courses in the art department of the University of Chicago during the spring and summer quarters.

Mr. Martin exhibited at the International Water Color Exhibition at the Chicago Art Institute and also at the Renaissance Society at the University of Chicago during the spring.

FOODS AND COOKERY

The latter part of July Professor May B. Van Arsdale attended the New York State Fair in Syracuse in connection with her duties as member of the New York Council of Agriculture and Markets.

Demonstrations of Old Time Cookery were given by Miss Anna Barrows at the Fair in connection with the Daniel Witter Museum. The Museum houses agricultural implements and utensils illustrating pioneer life in New York State and the development of the New York State home and farm.

For the benefit of the students of the summer session, Dr. Arthur E. Albrecht, director of the New York office of the New York State Department of Agriculture and Markets, arranged an exhibit illustrating candling for the purpose of classifying eggs in connection with the new Egg Laws of New York State. The exhibit was by Inspector Jones of the state.

FRENCH

Professor Osmond T. Robert, visiting professor during the Summer Sessions of 1927, 1928 and 1929, has been appointed chairman of the French department at Smith College. Mr. Daniel Girard, instructor in French during the Spring Session of 1929, has accepted the same position in Columbia College.

The sixteen members of the Teachers College group studying at the University of Paris during the Spring Session have all passed successfully their final examinations at the Sorbonne. Out of three hundred candidates in their section, Miss Ellen Warriner of Teachers College received the highest mark in phonetics.

The group was officially invited to visit the French Senate, and were entertained at tea by Senator Mauger after attending one of the meetings of the Senate in a specially reserved section of the gallery. Several other receptions were organized for the group at the residence of the Recteur of the University and at the homes of several prominent Frenchmen, where they met personalities of the literary and social world. The "Association d'accueil aux Etudiants des Etats-Unis" invited the group to visit the battlefield of Verdun as their guests. The group was entertained at tea in the Citadel of the city by the general commanding the fortress. During the Easter vacation, they visited the southern provinces of France and the exhibition of Barcelona in Spain. Other places of interest visited during week-end excursions were: to Chartres, visit of the cathedral; to St. Germain, visit of the Chateau and gardens to Sèvres, visit of the national pottery of art and the Ecole Normale Supérieure for women; to the Touraine Chateaux; to the coast of Brittany; to Versailles, visit of the Palace; to Fontainebleau and several shorter trips in the vicinity of Paris. Our students attended regularly the best theatrical performances in the National theaters. Everywhere they received a cordial welcome.

During the Spring Session Professor Albert L. Cru was invited by the University of Paris to deliver a series of lectures on the teaching of French in the United States and Canada.

A new textbook for teachers, *La Lecture Expliquée*, by Professor Cru, has been published by Silver, Burdett & Co.

GUIDANCE AND PERSONNEL

Professor Harry D. Kitson September 5 addressed the International Congress of Psychologists at Yale University on "A Method of Measuring the Interest of a Worker in His Work." On October 17 he began a series of six lectures under the auspices of the Union Methodist Episcopal Church in the Times Square district on the subject, "Choosing a Vocation." On October 25 he addressed the Connecticut Teachers Association at New Haven on "How the School Can Prevent Vocational Misfits."

Professor Kitson's *How to Find the Right Vocation* has recently been published by Harper and Brothers.

HISTORY OF EDUCATION

Professor Willystine Goodsell attended, as a delegate, the Convention of the International Federation of University Women held in the city of Geneva this summer from August 7 to 14.

HORACE MANN SCHOOL FOR BOYS

Many important improvements in the school building and grounds were made during the four months of the summer vacation. A new and well equipped biology laboratory has been installed on the third floor to take care of the increasing number of students who elect this course each year. The benches and tables with which it has been furnished are models of convenience and durability, being much smaller than the laboratory tables heretofore employed while better adapted for use as desks and for general work in dissection. The physics and chemistry laboratories have also been completely reconditioned.

Most noteworthy of the improvements on the grounds is the completion of the new grandstand, large enough to accommodate spectators for all the games. The grandstand is the gift of the parents of Henry Herman who died, while a student at school, two years ago.

The number of students attending the Boys' School this year is larger than ever before, almost four hundred boys being enrolled. An equal number of applications for admission had to be refused. In order to accommodate so large a student body, eight new members were added to the faculty.

The success of Horace Mann boys in securing admission to college continues, despite the fact that everywhere colleges are increasing their requirements. Of the class of 1929, all but one boy succeeded in being admitted to the colleges of their first choice. Of the boys throughout the school who took College Board Examinations, ninety-one per cent passed. Over fifty-seven honor marks were received, almost a third of these being over ninety.

The first book completely written by students of the Horace Mann School for Boys is now being printed, and will soon be ready for distribution. It is an anthology of prose and poetry, containing some of the best pieces which have appeared in the *Horace Mann Quarterly*, the school's literary magazine, since its inception in November, 1917, to the last issue in June, 1929. Its appearance is intended to stimulate interest in creative activity on the part of students in the school, as well as to embody the spirit of the quarterly during the first dozen years of its existence. Among some of the contributors will be found students who, since graduation, have achieved some degree of success as writers.

The system of athletics for all, which has been so preëminent a part of the school's program of physical education, will again be in use this year, and it is hoped that many students of Teachers College interested in this field will visit the school to see the plan in operation. Under this system every boy is required to sign up for some sport which is under the supervision of a teacher who acts as coach. In addition to regular varsity sports, there are intra-mural leagues

where all boys are given an opportunity to play and to learn to enjoy games. Not only has the plan succeeded in developing individual boys to a marked degree, but it has redounded to the success of varsity teams as well. In the past few years Horace Mann has produced many championship teams, the nuclei of which were in every case made up of boys who had been trained in intra-mural competition.

HOUSEHOLD ARTS EDUCATION

At the annual meeting of the American Home Economics Association Professor Cora M. Winchell was elected a member of the Executive Committee. She is also a member of the Committee on Reorganization of the American Home Economics Association and chairman of the Division of Higher Education in the Education Section.

Professor Winchell will speak on October 24 before the Maryland State Home Economics Association in Baltimore.

The program in research in household arts education for 1929-30, under the direction of Professor Winchell and Professor Bess V. Cunningham, will include a study of the validity of home economics curricula in terms of actual homemaking and housekeeping activities of the modern home. This study will be the outgrowth of the work in research which was conducted by Dr. Annie Robertson Dyer in coöperation with advanced students.

INDUSTRIAL ARTS

Students in the Summer Session course in Industrial Arts for Secondary Schools represented twelve states and Porto Rico. This class spent one day in visiting the plant of the American Type Founders Company in Jersey City, the Elco Boat Works in Bayonne, and the Bayonne Vocational School. For most of the students the trip was a unique experience and rated as very valuable.

Mr. Gerald Pugh and Mr. Hugh Norris have returned to Teachers College to complete work for the Doctor's degree in industrial arts education. Mr. Wayne Wetzel from the Teachers College at Macomb, Ill., has entered the Fall Session to prepare for matriculation for the Doctor's degree. Mr. Ray Miller of Macomb, Ill., and Mr. M. I. Sherwood of Kalamazoo, Mich., Teachers College have entered to complete work for the Master's degree.

Professor F. G. Bonser, on October 5, addressed the Teachers Union Conference at the Hudson Guild Farm near Netcong, on the topic, "Can All Adolescent Boys and Girls Be Provided a High School Education?" On the same day he conducted a round-table discussion on preparing teachers for creative teaching in the new education.

Dr. Fred Strickler is offering a new course in Teachers College on Educational Foundations of the Fine and Industrial Arts.

KINDERGARTEN-FIRST GRADE EDUCATION

Professor Patty S. Hill has returned from the brief visit to Russia which she made between the Summer and Winter Sessions. While in Russia she visited day nurseries, nursery schools and kindergartens in Moscow and Leningrad and had an opportunity to talk with

leaders in parental and rural education. The books edited by Miss Hill (Scribner's series on Childhood Education) are being translated into Russian and are used by teachers and in normal schools. Madame Lenin (Krupskeya), who has charge of a great part of the educational program, telegraphed Miss Hill to arrange an interview which proved to be most interesting and satisfactory. In Moscow the teachers of the House of Scientific Workers gave a banquet to Professor Hill and Professor William H. Kilpatrick.

Dr. Mary M. Reed and Miss E. Mae Raymond have also returned from their long and interesting European tour. At the end of the tour Dr. Reed also paid a brief visit to Russia.

Interesting motion pictures were taken of the work in various European schools and will be shown at an early meeting of the Kindergarten-First Grade Club.

Miss Charlotte Garrison and Miss Agnes Burke have returned after an eight months' leave of absence in Europe. Their trip was an extensive one, including Spain, Morocco, Egypt, Italy, Austria, Russia and Germany.

Dr. Winifred Bain has been appointed a member of the Kindergarten-First Grade staff. Miss Erna Kaske is assisting in the kindergarten. Miss Alice G. Thorn and Mrs. Gretchen O. Murray are in charge of the four-year-old kindergarten group.

Miss Edith U. Conard is giving an extension course in Beginnings of Fine and Industrial Arts in Stamford, Conn., and Miss Alice Dalgliesh is giving a similar course in Yonkers, N. Y.

MATHEMATICS

Professor C. B. Upton gave two addresses on the teaching of mathematics before the New York State Teachers Association at Buffalo on November 8.

Professor William D. Reeve lectured on the teaching of mathematics at the Colorado State Teachers College at Greeley for two weeks in June. He also spoke at a general assembly of students and faculty of the Manhattan Agricultural College in Manhattan, Kansas, on July 1.

Mr. Rolland Smith, head of the department of mathematics in the Springfield, Mass., High School, is assisting in the department of mathematics this year, giving one course in the teaching of geometry during the first semester and another in the teaching of algebra the second semester. He is also working for the Ph.D. degree.

Mr. John Swenson, of Wadleigh High School, New York City, is giving a Saturday morning course at Teachers College this year on "Professionalized Subject Matter in Senior High School Mathematics."

Messrs. Alan R. Congdon, of the University of Nebraska; Daoud Kasir, of Mosul, Iraq; Clarence McCormick, of Weatherford, Oklahoma, and James Powell, of City College in New York City, have recently completed their work and passed their final examinations for the Ph.D. degree, specializing in the teaching of mathematics.

Mr. Carl N. Shuster, part-time instructor in Field Mathematics at Teach-

ers College, has been appointed head of the department of mathematics at State Normal School, Trenton, N. J.

MUSIC EDUCATION

The classes of Mr. Louis Mohler, whose death occurred on August 11, have been taken over by Mr. Herbert Norris, Mr. Kenneth F. Damon, Miss Lilla Belle Pitts, and Dr. Edwin J. Stringham. Miss Pitts continues to have charge of the junior high school music in Elizabeth, N. J., and does only part-time teaching at Teachers College. Dr. Stringham has resigned from the deanship of the Denver College of Music and is now devoting himself to composition in addition to his duties at Teachers College. His first symphony, written in Rome under the guidance of the Italian composer Resphigi in the spring of 1929, is to be reproduced by two of the major symphony orchestras in this country during the present season.

The In and About New York High School Orchestra has been reassembled, thus beginning its fourth period of activity. Started in the summer of 1928, continued in the spring of 1929 and again in the summer of 1929 under the direction of Professor Norval L. Church, assisted by guest conductors such as Willem van Hoogstraten, Herbert Wiseman, and Ernest Bloch, it will this year be under the direction of Professor Miles Dresskell and Dr. E. J. Stringham. Professor Dresskell, who is in charge of the music at State Teachers College, San Jose, Calif., is exchanging with Professor Church during the current year.

There is a considerable increase in enrollment in all music classes this year and a much larger proportion of graduate students than ever before.

NORMAL SCHOOL EDUCATION

The experimental class in the preparation of critic teachers and training school supervisors under the direction of Professors Thomas Alexander, Lois C. Mossman and Maxie N. Woodring, and Miss Florence Stratemeyer was successfully launched at the beginning of the present semester. More students applied for permission to take this course than could be admitted. The course is organized in a way to make the entire year's work of the student center around and bear directly upon the preparation for work in the practice and demonstration schools of normal schools and teachers colleges. Special emphasis will be given in the future to the preparation of teachers inexperienced in this field. Arrangements have already been made with various institutions to provide the necessary practice facilities for this group.

On September 20 Professor William C. Bagley gave a talk on "Contemporary Tendencies in Teacher Training" at Salem, Mass., in connection with the celebration of the seventy-fifth anniversary of the establishment of the Salem Normal School.

Professor Edward S. Evenden spent the three weeks before the opening of the Winter Session in Missouri, gathering data from the higher educational institutions, particularly the teachers colleges, in connection with the survey of public education in Missouri being conducted by the Division of Field Studies under Professor George D. Strayer's direction.

Professor Evenden addressed the Convocation of Normal School and Teachers College Faculties of New York State, held at Lake Placid on September 28, discussing the professional treatment of subject matter.

During his European visit last summer, Professor Thomas Alexander gave a talk at Mainz, Germany, on the training of teachers in the United States in place of Professor Bagley, who was unable to be there.

A new book by Dr. Alexander, on *Training of Elementary Teachers in Germany,* has been published by the Bureau of Publications of Teachers College.

Mr. W. D. Ellis, principal of the City Normal School, Richmond, Va., has been appointed assistant in Normal School Education for the current year. Mr. Ellis held a similar position with the group in 1922-23.

Mr. Karl Adams, graduate student in 1928-29 and assistant during the Summer Session, succeeds Mr. J. C. Brown as president of the Northern Illinois State Teachers College, DeKalb, Illinois.

PHILOSOPHY OF EDUCATION

The following men and women, as members of the research group, are bringing into the Philosophy of Education conferences of this year a variety of significant angles on problems of education.

Mr. W. R. Humphries, from the University of Aberdeen, Scotland; M. A. (Double Honors) 1928; student for four years of Professor Laird, the well-known philosopher and writer. Mr. Humphries is a Commonwealth Fund Fellow and is making a critical study of the philosophy of John Dewey. He is particularly concerned with the educational bearings of the differing philosophies of Professor Laird and Professor Dewey.

Miss Catherine Stilwell, A. B. Radcliffe College; M. A. University of Cincinnati; instructor in Educational Philosophy and Psychology in the Normal School at Pottsdam, Pa. Miss Stilwell has been a close student of philosophy, having studied with Professors Hocking and A. N. Whitehead of Harvard, and having majored in philosophy at the University of Cincinnati. She is a major in Philosophy of Education, with also a special interest in the work of Deans of Women.

Mr. Arthur A. Hauck, A. B. Reed College, Oregon; M. A. Teachers College, Columbia. Mr. Hauck has served one year in an executive capacity in Antioch College, Ohio, and seven years of educational work in Honolulu. He is particularly interested in college administration and is working toward a degree in that field. In the meantime he is assistant to President McCracken of Vassar College.

Miss Hilda Taba, from Estonia; A. B. Bryn Mawr 1926; M. A. Teachers College 1929. Miss Taba is majoring in Philosophy of Education, pursuing an investigation into the problem of research method in education.

Mr. Ray Lepley, A. B. Hiram College; Fellow in Education to Edinburgh, Scotland 1928-1929. Mr. Lepley worked with professors and educators in Scotland, visiting schools and examining views on issues which are to the forefront in modern social and educational thought and practice.

Miss Mary M. Conoly, B. S. and M. A. Peabody College, Tennessee; instructor in Education and Psychology, Flora Macdonald College, North Carolina; major in Philosophy of Education.

Mr. B. K. Wadia, from Bombay, India; B. S. Harvard 1926; M. A. Columbia 1929; major in Philosophy of Education.

Mr. Klaus Boettcher from Bremen, Germany; head master of an experimental school in Germany. Mr. Boettcher is well grounded in educational thought in Germany and is bringing to the conferences some notable German contributions on the subject upon which the groups are working.

Mr. Richard Morford, B. A. Albion College; Principal, High School, Romeo, Mich. 1925-1928; now student assistant in the Madison Avenue Presbyterian Church, New York; major in Philosophy of Education.

Miss Phoebe Y. T. Hoh, instructor and executive in Ginling College, Nanking, China. Miss Hoh is making a special study of women's education in modern China.

Mr. Obed Williamson, B. A. University of North Dakota 1926; M. A. Teachers College 1928; instructor in Education, Cortland Normal School, N. Y.; major in Educational Sociology.

Mr. Aaron Davis, B. A. in Education, New York University; student of Educational Economics, Teachers College.

Miss Rita Morgan, A. B. Hunter College; teacher at a private school in New York. Miss Morgan has a major interest in practical politics, being a student in this field both in theory and in practice.

Miss Ruth Guinzburg, A. B. Barnard; M. A. Columbia 1925. Miss Guinzburg has studied art at the University of Rome and the University of Florence and is at present teaching art in the Chiselhurst Studio.

Mr. Samuel Everett, head of the department of history in the Horace Mann High School; A. B. Amherst College; for one year student of Economics in Cornell University. Mr. Everett is doing special work in curriculum development in his department at Horace Mann, and is majoring in Philosophy of Education.

Miss Sinaida Hoodnitsky, from Moscow, Russia; graduate of the Women's University at Leningrad, with degree from the Second University at Moscow; assistant in Research in the Department for the Study of Foreign School Systems in the Educational Institute of the Second University of Moscow. Miss Hoodnitsky is an International Institute Fellow for this year and is pursuing an intensive study of educational thought and practice in America.

Mr. A. Drummond Jones, B. A. Randolph Macon College; student for several years in the Graduate School, Yale University; assistant professor of Education, Florida State College for Women; at present instructor in Education at the Institute of Education, New York University. Mr. Jones is doing special work in research in Philosophy of Education.

This group, with its variety of background and interest, is making a study of a few of the more strategic issues in educational thought.

PHYSICAL EDUCATION

Dr. Jesse F. Williams addressed the teachers at Trenton, N. J. on September 5, the Red Cross Health Conference in Cleveland on September 17, the North Central Indiana Teachers Association on October 11, the Secondary Education

Conference at Temple University on October 19, and the Southeastern Ohio Teachers Association at Athens, Ohio, on October 25.

Professor Gertrude K. Colby returned to the College on part-time after a year's leave of absence.

Dr. C. L. Brownell, formerly of the State Department of Education of Ohio, has joined the department this fall. While at Ohio, Professor Brownell was successful in developing a series of state courses of study in health and physical education, and in preparing standards of qualification for certification of teachers and supervisors of physical education in colleges and universities. Also, he launched the program for securing the acceptance of high school credits in health and physical education for college entrance and state supported institutions.

An Athletic Program for Women in High Schools and Colleges, by Marjorie Hillas and Marian Knighton, was recently published by A. S. Barnes and Company.

The WOPETECA, the women's organization of physical education in Teachers College, held their first dinner meeting on October 16 at the Men's Faculty Club. At that time a program of activities for the department was set up.

RURAL EDUCATION

The Keith Fund, which for several years past has financed our rural experimental schools, has now made it possible for the department of Rural Education to undertake a study of the use of radio in rural schools. Miss Margaret Harrison, formerly a rural school supervisor and recently with the National Broadcasting Company of New York City, has been employed to direct this study in which about one hundred rural schools are coöperating. In developing the experiment Miss Harrison will supply all coöperating schools with advance information concerning programs that will be on the air which are likely to be of use in rural elementary schools. This will include weekly notification not only of national programs (such as the Damrosch musical programs) but also of programs of an educational nature broadcast from local stations within the reception zone of each school. In addition she will send out supplementary material and suggestions for correlating these programs with regular school work.

At the end of the year, coöperators will be asked to summarize their judgment of the value of the work and to offer criticisms and suggestions leading to its improvement. A final report of the study will be published also and made available to both school and commercial authorities and all others interested.

The Julius Rosenwald Fund of Chicago made a gift of one thousand dollars to Teachers College last spring for the furtherance of its work in interracial relations. This money will be administered under a special committee of faculty members appointed by the Dean and will be used to provide speakers, both colored and white, for a series of ten lectures on Negro education and race relations. The series, organized as two unit courses, will be scheduled for Monday evenings from February 10 to April 14 and will bring some of the most out-

standing leaders of the country to the College. A portion of the fund will be used also to defray expenses for one large open meeting on interracial cooperation before the annual Summer Session. Such a meeting held this summer on the evening of August 6, at which Professor W. H. Kilpatrick and Dr. James Weldon Johnson were the chief speakers, with music by the Tuskegee Quartet, taxed the Horace Mann auditorium far beyond capacity and necessitated an overflow meeting in Milbank Chapel.

Professor Fannie W. Dunn after ten years of continuous service in the College, is on leave of absence this session for the first time. Miss Dunn is spending most of her time writing up her curriculum experimentation in the rural schools of Wilton, Conn. Later in the winter she will visit California and the Pacific Coast for a month or six weeks for the purpose of observing developments in rural school supervision.

Miss Hilda M. Hughes, formerly of Indiana, who has had charge of the supervisory phases of the Wilton rural school project for the last three years, resigned in June to become supervisor of consolidated schools in Currituck County, North Carolina. With the expansion of the work in Wilton two successors have been appointed to fill the position vacated by Miss Hughes—Miss Effie Bathurst, of South Dakota, who now has charge of curriculum adaptation, and Miss Oakie Angle, of Virginia, who is responsible for all general supervisory and administrative activity. Miss Velma Huntley, of Vermont, has joined the staff, also, as principal of the new consolidated school of four rooms which is now part of the experimental school system.

Dr. Benson Y. Landis, rural specialist of the Federal Council of Churches, New York City, and secretary of the American Country Life Association, substituted for Dr. Edmund deS. Brunner during the recent Summer Session and offered a strong course in rural economics. Dr. Brunner is now back at College, however, offering his usual courses in rural sociology and economics and rural community survey. During the coming Spring Session he will continue the two-point course in rural sociology and offer two one-point courses in rural community organization and on the village and its relation to town and city.

Students enrolled in the rural major course last spring are widely distributed this fall. Pauline Camper, Sallie Caldwell, H. H. Bruce, Clara Stroud, and Elizabeth Boehr have returned to their former positions in Virginia, Alabama, Wisconsin and Ohio respectively. A. J. Peterson, Richard B. Kennan, Phoebe Hoh, C. J. Hurston, C. C. Mathew and M. Siddalingaiya are all back in College—Mr. Peterson as president of the Graduate Club. Anisio S. Teixeira has returned to his home in Brazil; M. I. Farooqui to India; and the several missionaries of the class to their various locations. New positions are being filled meanwhile by Muriel J. Bardwell and Elizabeth O. Harper, who are running rural demonstration schools in connection with the normal schools at Danbury and Willimantic, Conn.; by Cora J. Russell, who is director of rural education in Danbury; and by Mary Munro in the New York State

School of Agriculture at Morrisville. Leslie B. Sipple, formerly of Aberdeen, S. D., is now dean of instruction in the University of Wichita, Kans.; Hazel Hicks is supervisory critic of intermediate grades at Geneseo, N. Y.; Maude W. Arthur is in the consolidated training school at Kalamazoo, Mich.; and S. C. Oliver is director of rural education in the State Teachers College at Springfield, Mo.

SECONDARY EDUCATION

On the afternoon of the day when the major course for high school principals first met, the members of the class were entertained at a tea in the new laboratory room by the members of the department and their wives. Other guests were Principals Rollo G. Reynolds, Charles C. Tillinghast, and John R. Clark, and Dr. L. T. Hopkins. On succeeding Thursday afternoons informal talks in professional and cultural subjects have been given in the laboratory by members of the departmental staff. The room is in charge of the department assistants, Mr. C. E. Amstutz, a former teacher of science in the Cleveland high schools, and Mr. John Taylor.

Professor Thomas H. Briggs has accepted an invitation from Harvard University to deliver the annual Inglis lecture this winter.

Professor Percival M. Symonds is serving as chairman of a Sub-Committee of Educational Psychologists which is revising the report on health education for the committee on Health Problems in Education appointed jointly by the National Education Association and the American Medical Association.

Professor Briggs is the senior editor of a three-volume series of Literature for the Junior High School, which has been published by Rand, McNally and Company.

Addresses have been or will be delivered this semester as follows by members of the department: Professor Briggs at the State Teachers Associations of Indiana, North Carolina, and Missouri; Professor Fretwell at the State Teachers Associations of New Hampshire, West Virginia, Illinois, Indiana, Maine, and New Jersey, and before the teachers of Rockford and Dixon, Illinois, and Hampden County, Massachusetts; Professor Woodring before the teachers of Beaver County, Beaver, Pennsylvania.

Extension courses are being given this semester by Professor Fretwell at Stamford, Conn., and by Professor Woodring at Newburgh, N. Y.

Dr. Edgar G. Johnston, who for two years has been an associate in the department, is principal of the University High School and assistant professor at the University of Michigan.

Enriched Teaching of Physical Education by Woodring and Schwendener came from the press in August. This is the fourth volume of the Enriched Teaching Series edited by Professor Maxie N. Woodring and published by the Bureau of Publications of Teachers College. Miss Norma Schwendener, who collaborated with Professor Woodring, is an associate in the department of Physical Education, Teachers College. This book has been compiled to serve as a source book for teachers of physical education. It lists chiefly free and low

cost illustrative and supplementary materials which will enrich the activities provided, increase the range of such activities, and assure broader and richer concomitants of learning.

The series of articles on Directing Study of High School Pupils by Professor Maxie N. Woodring and Dr. Cecile White Flemming, psychologist of the Horace Mann School, which have been appearing in the *Teachers College Record* have been assembled in monograph form. The subjects listed are as follows: Problems in Directing Study of High School Pupils, A Partial Bibliography on Study, A Survey of Investigations on Study, Diagnosis as a Basis for the Direction of Study, Training High School Pupils in Study Procedures with Emphasis on Reading.

The six State Teachers Colleges of Oklahoma and the A. and M. College at Stillwater are devoting special attention to the organizing of extra-curricular activities on the college level. Some distinctly pioneering work is being done by President Eugene Briggs and the Director of Activities, Fred B. Dixon, at Durant. In the development of this work Professor Fretwell worked at the seven state institutions twenty days in June.

Professor Briggs has accepted an invitation to serve on the advisory committee of the Hill School, which has recently received a large gift to erect a Hobby House, which he recommended in his recent survey. The building will be used to promote and develop cultural interests in the students.

Among the more notable state surveys of extra-curricular activities of secondary schools is the one by H. C. Lyseth, Superivsor of Secondary Schools of the State of Maine. Professor Fretwell discussed phases of this survey at the State Meeting of High School Principals at Augusta, May 10; at the State Meeting of Superintendents at Castine, August 20-21; and at the State Teachers Association Meeting at Portland, October 25.

Mr. Edgar G. Johnston in coöperation with the faculty of South Orange High School, Curtis H. Threlkeld, principal, and Professor Fretwell, made an intensive study of participation in extra-curricular activities and of the weighting that should be assigned to each activity in developing a point system.

The Secondary Education department students held their first meeting of the year Thursday evening, October 10, in the Social Rooms, Dodge Hall, at which Dr. Briggs presided. Dean William F. Russell delivered the formal address of the evening. The "getting acquainted" was an important feature of the meeting. The specially invited guests were: Professor and Mrs. Tillinghast and Mr. Van Sant of the Horace Mann School for Boys; Dr. and Mrs. Newlon, Dr. and Mrs. Clark, Dr. and Mrs. Hopkins of the Lincoln School; Dr. and Mrs. Reynolds, Dr. Flemming, and Miss Atkinson of Horace Mann School. There was a special greeting for the new members of the Secondary department, Professor and Mrs. Kefauver, Mr. and Mrs. Jacobsen, and Mr. and Mrs. Amstutz.

Among the students completing their Doctor's dissertations in the Spring and Summer Sessions were: John Paul Leon-

ard, "The Use of Practice Exercises in the Teaching of Punctuation and Capitalization." Oliver K. Garretson, "Relationships Between Expressed Preferences and Curricular Abilities of Ninth Grade Boys." Herbert J. Stack, "Objectives and Materials in Safety Education for the Secondary Schools." Edgar G. Johnston, "Point Systems for Stimulating, Guiding, and Limiting Pupil Participation in Extra-Curricular Activities." Leo H. King, "Mental and Interest Tests—Their Evaluation and Comparative Effectiveness as Factors of Prognosis in Secondary Education." George C. Bellingrath, "Qualities Associated with Leadership in the Extra-Curricular Activities of the High Schools."

Professor Fretwell has been acting as chairman of a Board of Judges to select for publication in book form the best manuscript offered in the Red Book Magazine Contest on the educational aspects of the Summer Camp. The other judges are Professor Brewer of Harvard, Professor Nash of New York University, Professor May of Yale, Professor Elsom of Wisconsin, and Mr. H. W. Gibson, former president of National Camp Directors Association.

Professor Symonds attended the International Conference in Psychology at Yale, the first week of September, and presented a paper at the Congress entitled "Selection of Items for Test on the Basis of Difficulty." This paper has been published in the October issue of the *Journal of Educational Psychology.*

Professor Symonds contributed Chapter VI, of the Modern Foreign Language Prognosis Test in a recent volume called, *Prognosis Tests in the Modern Foreign Languages,* which is Volume XIV of the reports prepared for the Modern Foreign Language Study. This book is published by the Macmillan Company. The study is the first report of the construction of a prognosis test in foreign languages which Dr. Symonds has been working on for several years. The tests are now going through a final revision and will shortly be published by the Bureau of Publications of Teachers College.

Professor Symonds has been chosen associate editor of the *Journal of Educational Research* to read manuscripts submitted to the journal in the field of Secondary Education.

TEXTILES AND CLOTHING

Miss Lillian H. Locke was one of the judges in the Clothing Contest sponsored by the Bowery Savings Bank of New York City in connection with the Exhibition of Women's Arts and Industries held at the Hotel Astor, New York, in October.

Miss Locke spoke at the State Home Economics meeting held October 11 in Rutledge, Vermont.

BUREAU OF EDUCATIONAL SERVICE

Recent changes in positions of Teachers College alumni are reported by the Bureau of Educational Service:

Aaron, Sadie, from psychological examiner, Public Schools, Seattle, Wash., to school psychologist, Public Schools Houston, Tex.

Abbott, F. Maurine, from teacher of Latin and English, High School, Clarion, Iowa, to teacher of Latin, Onaway Junior High School, Shaker Heights, Ohio.

Acree, Eulah, from teacher of home economics, Eastern Teachers College, Richmond, Ky., to teacher of home economics, Western State Teachers College, Kalamazoo, Mich.

Adams, Sylvia, from instructor, physical education, Roosevelt High School, Seattle, Wash., to instructor, physical education, University of Michigan, Ann Arbor, Mich.

Aiken, Harriet L., from teacher of fine arts, St. Mary's Hall, Burlington, N. J., to supervisor of art, Public Schools, Glens Falls, N. Y.

Andrews, Laura, from demonstrator, Knox Gelatine Co., Johnstown, N. Y., to instructor in home economics, Rhode Island State College, Kingston, R. I.

Baker, Alice M., from instructor, Cleveland High School, New York City, to instructor in education, Galloway Women's College, Searcy, Ark.

Barber, Elon L., from principalship, elementary school, Basking Ridge, N. J., to principalship, elementary school, Milburn, N. J.

Barham, Thomas C., from graduate student, Teachers College, to teacher of history, High School, Dalton, Mass.

Barton, Edwin C., from teacher of history, High School, Minneapolis, Minn., to supervisor of social studies, Public Schools, Elizabeth, N. J.

Battle, Florence, from 3rd and 4th grades, Hudson River School, Hastings, N. Y., to rural supervisorship, State of Connecticut, Hartford, Conn.

Bauer, Louise, from instructor, first grade, Shenandoah School, St. Louis, Mo., to critic teacher, second grade, Teachers College, Mt. Pleasant, Mich.

Benham, Mrs. Catherine, from teacher of French, Chazy School, Chazy, N. Y., to head of French department, Woman's College, Montgomery, Ala.

Bingham, Eldred, from teacher of science, High School, Hiram, Ohio, to instructor in biology, State Teachers College, Upper Montclair, N. J.

Black, Olive, from head of home economics department, High School, Denison, Tex., to dietitian and manager of boarding department, Catawba College, Salisburg, N. C.

Blondin, Agatha, from instructor, Jewish Center School, New York City, to fourth grade, Garden Country Day School, Jackson Heights, New York City.

Bortz, Leona E., from teacher of history, High School, Barnesboro, Pa., to teacher of history, High School, Port Washington, N. Y.

Bowen, Gladys, from instructor, outdoor games and swimming, Horace Mann School, Teachers College, to instructor, physical education, State Teachers College, West Chester, Pa.

Brady, Edith, from teacher of household arts, State Teachers College, Mankato, Minn., to teacher of sewing, Public Schools, Newark, N. J.

Brucher, Olga, from dietitian, San Francisco City Hospital, San Francisco, Calif., to demonstrator, Frigidaire Corporation, Dayton, Ohio.

Burton, Valeria, from teacher of English in High School, Miami, Fla., to teacher of English, High School, Schenectady, N. Y.

Butler, Annette S., from teacher of home economics, Caesar Rodney High School, Camden, Del., to instructor in home management, Winthrop College, Rock Hill, S. C.

Butman, Marion F., from assistant, lower elementary, Lincoln School, New York City, to critic teacher, first grade, State Normal School, Willimantic, Conn.

Callan, Alice, from instructor in fine

arts, University of Cincinnati, Cincinnati, Ohio, to instructor in design, New York School of Design, New York City.

Cameron, Fawn, from supervisor of grade music, Bellingham, Wash., to assistant professor of music, Ohio State University, Columbus, Ohio.

Campbell, Bennie, from teacher of English, Junior High School, Birmingham, Ala., to teacher of English, High School, West Haven, Conn.

Cann, Wilma, from teacher of home economics, High School, Joppa, Ill., to teacher of home economics, Public Schools, Philadelphia, Pa.

Carter, Mary Beth, from teacher of home economics, High School, Lockhart, Tex., to teacher of foods and cookery, Oklahoma A. and M. College, Stillwater, Okla.

Casey, Elizabeth P., from supervisor of study, High School, Hibbing, Minn., to instructor in speech, Hunter College, New York City.

Christianson, Erica, from home economics extension, Little Rock, Ark., to director of home economics, Public Schools, Syracuse, N. Y.

Clark, Vincent, from instructor in history, World College Cruise, to instructor in social studies, Demonstration School of the Ball Teachers College, Muncie, Ind.

Clarke, Dr. Frances, from department of psychology, Bryn Mawr College, Bryn Mawr, Pa., to instructor in education, State Normal School, Geneseo, N. Y.

Clock, Kathreen, from graduate student, Teachers College, to teacher of English, Cumnock School for Girls, Los Angeles, Calif.

Cokeley, Addie H., from teacher of home economics and manager of dining room, State Normal School, Glenville, W. Va., to matron of men's dormitory, College of Wooster, Wooster, Ohio.

Colburn, Ada, from teacher of home economics, High Schools, Oyster Bay, N. Y., to director of home economics, Public Schools, Binghamton, N. Y.

Cook, Sue B., from critic teacher, grades one and two, and instructor, Ohio University, Athens, Ohio, to critic teacher, first grade, State Normal, Danbury, Conn.

Coon, Myrtle, from teacher of clothing, night school, Calumet, Mich., to teacher of sewing, Girls' Continuation School, Newark, N. J.

Crocker, Helen, from assistant cafeteria director, to cafeteria director, Ethical Culture School, Fieldston, N. Y.

Cummings, Frank, from graduate student, Teachers College, to supervisor of music, Public Schools, Banning, Calif.

Curry, Lillian, from teacher of clothing, State Normal School, Cortland, N. Y., to teacher of clothing, Georgia State College for Women, Milledgeville, Ga.

Curtis, Catherine, from teacher, sixth grade, Burnett School, Long Beach, Calif., to registrar, Bradford Academy, Bradford, Mass.

Dairy, Robert L., from teacher of history and economics, High School, Rockport, Ind., to director, physical education, Junior High School, Colorado Springs, Colo.

Danley, Verna, from teacher of home economics, Sullins College, Bristol, Va., to director of home economics, Cedar Crest College, Allentown, Pa.

Deputy, Erby, from instructor in educational psychology, University of Arkansas, Fayetteville, Ark., to psychologist, Kansas State Teachers College, Emporia, Kan.

Dickman, Raymond J., from principal, Public Schools, Superior, Wis., to prin-

cipal, Junior High School, Winchester, Mass.

Dickson, Mabel, from bookkeeper, Alumni Federation of Columbia University, to instructor in commercial education, Rhode Island State College, Kingston, R. I.

Diefenderfer, Mary, from assistant in cafeteria, Yale Dining Hall, New Haven, Conn., to manager of cafeteria, State Normal School, Towson, Md.

Dinwiddie, Mary, from visiting teacher, Bloomfield, W. Va., to teacher, third grade, Garden Country Day School, Jackson Heights, N. Y.

Dockstader, Dorothy L., from supervisor, kindergarten department, State Normal College, Oneonta, N. Y., to kindergarten critic, Ball State Teachers College, Muncie, Ind.

Dubbe, Marvin C., from grade teacher, Orting Public School, Orting, Wash., to instructor in speech, Fairview High School, Dayton, Ohio.

Duggan, Marie M., from Boston University, Boston, Mass., to Bureau of Educational Service, Teachers College.

Dunn, Georgiene, from teacher of home economics, Public Schools, Washington, D. C., to director of cafeteria, High School, Schenectady, N. Y.

Dunsmore, Jessie, from director, practice teaching and observation, Temple University, Philadelphia, Pa., to supervisor, practice teaching, State Normal School, Salisbury, Md.

Dorrel, Jean, from teacher of art and clothing, Washington State Normal School, Ellensburg, Wash., to teacher of related arts, Texas Technological College, Lubbock, Tex.

Eades, Helen, from graduate student, to instructor in clothing and design, State Teachers College, Denton, Tex.

Echterbecker, Dr. Charles F., from research fellow, Duke University, N. C., to professor of psychology and education, State Normal School and Teachers College, Worcester, Mass.

Edson, Pauline, from teacher of art, High School, Hightstown, N. J., to teacher of fine arts, Junior High Schools, Albany, N. Y.

Eichenberg, Hedwig, from teacher of general science, High School, Galveston, Tex., to teacher of fine arts, Central Junior High School, Grand Rapids, Mich.

Ekas, Gertrude, from teacher, grades one to three, supervisor, grades four, five, six, public school, Bentleyville, Pa., to teacher, first grade, public school, Oyster Bay, L. I.

Eller, Lou E., from teacher of foods and assistant cafeteria manager, High School, Bloomington, Ind., to assistant director of lunch rooms, Houston City Schools, Houston, Tex.

Ellis, Elizabeth, from teacher of home economics, Halifax Ladies College, Halifax, N. S., to nutrition in the extension service, Durham, N. H.

Faulkner, Alice W., from teacher of English, George School, Bucks County, Pa., to dean of students, State Teachers College, Hays, Kan.

Fikstad, Elfrida, from grade teacher, Public Schools, Castle Rock, Utah, to manager of shop, Food Craft Shops, Inc., New York City.

Findlay, Christina, from grade teacher, Wilmington Friends School, Wilmington, Del., to teacher of industrial arts, Junior High School, Grand Rapids.

Fitzgerald, Madonna, from teacher of home economics, Oklahoma Agricultural and Mechanical College, Stillwater, Okla., to specialist in home management, Oklahoma Agricultural and Mechanical College, Stillwater, Ohio.

Fitzgibbon, Anna, from associate professor of home economics, Alabama College, Montevallo, Ala., to assistant professor of home economics, Ohio University, Athens, Ohio.

Foote, Alice, from head of home economics, Winthrop College, Rock Hill, S. C., to teacher of home economics, Normal School, Keene, N. H.

Fore, Mary S., from teacher of English and history, grammar school, Floydale, S. C., to teacher of English, Fairview High School, Dayton, Ohio.

Foster, Katherine, from nursery school director, Albany Orphan Asylum, Albany, N. Y., to nursery school director, Children's House, Pasadena, Calif.

Foster, Katherine L., from institutional supervisor, Children's Community Center, New Haven, Conn., to director, nursery school, Children's House, Pasadena, Calif.

Fowler, Edna G., from designer in a Parisian shop, to instructor in fine arts, Women's College, University of Delaware, Newark, Del.

Foy, Zed Lee, from principal, Rocky Mountain High School, N. C., to principal, Boise High School, Boise, Idaho.

Frum, Blanche, from supervisor, grades two to six, Training School, Buckhannon, W. Va., to critic teacher, first grade, Edinboro State Normal School, Erie, Pa.

Frum, Ona, from elementary critic teacher, State Normal School, Towson, Md., to first grade critic teacher, State Normal School, Fredonia, N. Y.

Fugate, Thyrze, from teacher, second grade, public school, Knoxville, Tenn., to instructor, primary, public school, Houston, Tex.

Gardiner, Evelyn, from instructor in foods and cookery, Oklahoma Agricultural and Mechanical College, Stillwater, Okla., to home economics director, Westinghouse Electric Company, Pittsburgh, Pa.

Gardner, Amy, from instructor in fine arts, State University, Laramie, Wyo., to art counsellor in adult education, State of Delaware.

Garrison, Ann, from teacher of piano, Greenvale School, Greenvale, L. I., to instructor in music, State Normal School, Potsdam, N. Y.

Garretson, Oliver K., from instructor in education, University of Texas, Austin, Tex., to assistant professor of education, Oklahoma Agricultural and Mechanical College, Stillwater, Okla.

Garrison, Olive, from head of art department, State Teachers College, Fredericksburg, Va., to instructor in fine arts, State Normal School, Fredonia, N. Y.

Gaugh, William, from teacher of instrumental music, High School, Ravenwood, Mo., to teacher of instrumental music, Public School, Bowling Green, Ohio.

Gerberich, Nora Thompson, from head of French department, High School, Upper Darby, Pa., to critic teacher of French, North Carolina College for Women, Greensboro, N. C.

Getty, Carolan B., from physical instructor, Open Fields for Children, Forest Glen, Md., to physical instructor, Public School, Anchorage, Ky.

Gibson, E. Katherine, from English teacher, sixth grade, Church Street School, Frederick, Md., to teacher of English, and Library, High School, Schuylerville, N. Y.

Goodrich, Laurence, from instructor in English, Earlham College, Richmond, Ind., to head of speech work, High School, East Orange, N. J.

Gotshall, Helen, from teacher of science, High School, Cocoa, Fla., to teacher

of science, St. Mary's School and Junior College, Raleigh, N. C.

Grant, Beatrice V., from teacher of foods and cookery, Montreal Technical Institute, Montreal, Quebec, to teacher of foods and cookery, Michigan State College, Lansing, Mich.

Grant, Benjamin, from teacher of science, Greenwich Country Day School, Greenwich, Conn., to teacher of mathematics and science, Château de Bures, Paris, France.

Grant, Mary I., from instructor, grades, Notman School, Waldesk, Saskatchewan, to grade teacher, primary school, Cabri, Saskatchewan.

Gross, May, from instructor, drawing, Elizabethtown College, Elizabethtown, Pa., to critic teacher, grades one to three, State Teachers College, Bowling Green, Ohio.

Guernsey, Jessie, from instructor in history, Atlanta University, Atlanta, Ga., to instructor in history, St. Augustine's College, Raleigh, N. C.

Gunn, Carolyn, from cafeteria director, State Normal School, Towson, Md., to cafeteria director, The Panhellenic, New York City.

Halliday, Nellie, from assistant in food chemistry, Columbia University, to Purnell Research Worker, home economics, Michigan State College, East Lansing, Mich.

Heiss, Elwood, from instructor in science education, State Teachers College, Milwaukee, Wis., to head of science department, State Teachers College, East Stroudsburg, Pa.

Helseth, Dr. Inga Olla, from professor of education, Florida State Teachers College for Women, Tallahassee, Fla., to associate professor of psychology, Ball State Teachers College, Muncie, Ind.

Hendrick, Marian, from first grade teacher, Central School, North Bend, Ore., to speech instructor, State Teachers College, Peru, Neb.

Henry, M. Frances, from textile assistant, Lord and Taylor, New York City, to instructor in clothing and textiles, State Teachers College, Pittsburgh, Kan.

Herring, Dr. John P., from research worker, American Child Health Association, New York City, to National Research Director, Adult Education, Y. M. C. A., New York City.

Hess, Caroline, from instructor in music, Lawrence College, Appleton, Wis., to instructor in music, State Normal School, Potsdam, N. Y.

Hill, Henry H., from state supervisor of high schools, Arkansas, to professor of education, University of Kentucky, Lexington, Ky.

Hobson, Howard A., from instructor, hygiene, Townsend Harris Hall of City College of New York, to assistant director, physical education, State Normal School, Cortland, N. Y.

Hobson, Jennie N., from critic teacher, first grade, Carrolls, Wash., to critic teacher, first grade, State Normal School, Cortland, N. Y.

Holaway, Belle, from adviser of girls and teacher of education, Nebraska School of Agriculture, Curtis, Neb., to dean of women, State Teachers College, Lock Haven, Pa.

Holme, Mrs. Ada C., from dean of women, Rollins College, Winter Park, Fla., to associate professor of merchandising, University of Southern California, Los Angeles, Calif.

Holmes, Viola R., from teacher of commercial subjects, High School, Rockville, N. Y., to teacher of commercial subjects, High School, Cortland, N. Y.

Hotton, Fern, from teacher of home

economics, High School, River Rouge, Mich., to instructor in Home Economics Education, Oklahoma Agricultural and Mechanical College, Stillwater, Okla.

Hussey, Marguerite, from teacher of dramatics, Ralls High School, Ralls, Tex., to teacher of speech and dramatics, High School, Newport News, Va.

Huston, Helen, from club and recreation work, Y. W. C. A., Colorado Springs, Colo., to director, recreation, Public Schools, Long Beach, Calif.

Jamele, Pasquale, from graduate student, Teachers College, to teacher of mathematics, High School, Greenville, Mich.

Jay, Elizabeth Maude, from teacher of voice, Utica Conservatory of Music, Utica, N. Y., to teacher of music, Public Schools, Greenville, N. Y.

Jensen, Maude, from teacher of history, High School, St. Paul, Minn., to teacher of history, Pine Manor School, Wellesley, Mass.

Jones, Isabel A., from teacher, sixth grade, Georgia Military College, Milledgeville, Ga., to instructor, Peace Institute, Raleigh, N. C.

Jones, Laura, from instructor in music, Ball Teachers College, Muncie, Ind., to instructor in music, State Normal School, New Haven, Conn.

Kemerer, Dr. W. W., from assistant in educational administration, Teachers College, to director of research, Public Schools, Houston, Tex.

Koenig, Daphne, from teacher of fine arts, Junior High School, Toledo, Ohio, to instructor in fine arts, State Normal School, Fredonia, N. Y.

Kolstrup, Glenn R., from teacher of science, Junior High School, Tulsa, Okla., to instructor in science, State Teachers College, Platteville, Wis.

Kugel, Daisy, from director of home economics, Stout Institute, Menomonie, Wis., to head of home economics department, Spelman College, Atlanta, Ga.

Laing, John Bosworth, from director, Garden Country Day School, New York City, to headmaster, Northwood Junior School, Lake Placid, N. Y.

Lanke, Frances, from supervisor of art, Public Schools, McKeesport, Pa., to teacher of fine arts, Public Schools, Grand Rapids, Mich.

Lawing, John Leslie, from instructor in chemistry and biology, State Normal College, Chadron, Neb., to superintendent of schools, Maryville, Mo.

Lawrence, Euphemia, from teacher of home economics, High School, Stotesburg, W. Va., to teacher of home economics, Winthrop College, Rock Hill, S. C.

Lindsey, Edith, from instructor, physical education, High School, Tampa, Fla., to corrective work, Michigan State College, Lansing, Mich.

Littlejohn, Elfleda, from instructor in music, Edinboro State Normal School, Erie, Pa., to instructor in music, Kent State Normal College, Kent, Ohio.

Lohren, Marie, from principal of High School, Wells, Minn., to supervisor of geography in Demonstration School, State Normal School, Geneseo, N. Y.

Lowrey, Charline, from graduate student, Teachers College, to teacher of Latin and history, Riverside School, New York City.

Lundgren, Hattie, from teacher of foods, in High School, Robinson, Ill., to home economics teacher, Iowa State College, Ames, Iowa.

Magee, Dr. Herman J., from State Teachers College, Milwaukee, Wis., to director of teacher training, State Department of Education, Albany, N. Y.

Mangum, Dr. Vernon L., from president, State Normal School, Bottineau, N. D., to dean and professor of education, Tusculum College, Greenville, Tenn.

Mardis, Harold C., from head of science department, High School, Athens, Ohio, to principal, Lincoln Senior High School, Lincoln, Neb.

Marsters, Leona G., from instructor in music, State Normal School, Ashland, Ore., to teacher of music, Public Schools, Bronxville, N. Y.

Maxwell, Dr. Paul A., from professor of education, Kansas State Teachers College, Emporia, Kan., to head of department of education, Peru State Teachers College, Peru, Neb.

McBee, Ethelyn, from instructor, physical education, high school, Akron, N. Y., to instructor, physical education, Centenary Collegiate Institute, Hackettstown, N. J.

McGary, Ethel M., from instructor, swimming, Women's Swimming Association, New York City, to instructor, physical education, Park School, Buffalo, N. Y.

McGinnis, Dr. William C., from superintendent of Public Schools, Revere, Mass., to superintendent of schools, Perth Amboy, N. J.

McLaughlin, Dorothy, from teacher of English and library assistant, High School, Bronxville, N. Y., to teacher of English, Normal School, Fredonia, N. Y.

McQueen, Jessie, from home economics extension worker, Bozeman, Mont., to Home Service Counsellor, American Gas Association, New York City.

Mehalek, Ellen, from instructor, Junior High School, Minneapolis, Minn., to supervisor, penmanship, Public Schools, Lyndhurst, N. J.

Merry, Ruth Clara, from instructor in fine arts, State Normal School, New Paltz, N. Y., to head of art department, State Normal School, New Haven, Conn.

Miller, Janet, from teacher of mathematics, High School, Kankakee, Ill., to teacher of mathematics, Shorewood High School, Milwaukee, Wis.

Millican, Hazel B., from head of industrial arts department, State Teachers College, Farmville, Va., to teacher of industrial arts, Public Schools, Essex Fells, N. J.

Mitchell, Letty B., from teacher of home economics in ungraded class, Bayard Public School, New Brunswick, N. J., to instructor in clothing, Iowa State College, Ames, Iowa.

Morgan, Kenneth B., from teacher of mathematics, High School, Hammond, N. Y., to instructor in mathematics, State Normal School, Potsdam, N. Y.

Murray, Hazel, from teacher of general science, Public Schools, Oakland, Calif., to nutrition extension worker, University of California, Hollisten, Calif.

Musgrave, Marguerite, from instructor in interior decoration, Women's College of Alabama, Montgomery, Ala., to assistant professor of clothing and textiles, University of Maine, Orono, Me.

Nazer, Raymond, from graduate student, Teachers College, to instructor in music, Teachers College, Kearney, Neb.

Nelson, Mildred, from director, physical education, Junior High School, Mt. Vernon, N. Y., to director, physical education, State Normal School, Frostburg, Md.

Newell, Mary C., from teacher of home economics, Skidmore College, Saratoga Springs, N. Y., to home economics worker, Holyoke Home Information Center, Holyoke, Mass.

North, Stella, from third grade critic, Dillon State College, Dillon, Mont., to first grade critic, Edinboro State Normal School, Erie, Pa.

Oliver, Dr. Stanley C., from instructor in agriculture and science, High School, Hackettstown, N. J., to professor of education, South West Teachers College, Springfield, Mo.

Olshanska, Stepha, from graduate student, Teachers College, to teacher of fine arts, Public Schools, Ecorse, Mich.

Padou, Agnes, from teacher of mathematics, High School, Iowa City, Iowa, to teacher of mathematics, High School, Haverstraw, N. Y.

Panebaker, Laura, from teacher of science, High School, Augusta, Ga., to teacher of science, Franklin Junior High School, Highland Park, N. J.

Parkinson, Helen, from teacher of home economics, Pana Township High School, Pana, Ill., to teacher of home economics, Public Schools, Ocean Grove, N. J.

Patey, Henry, from principal, High School, Sitka, Alaska, to instructor, New York School of Fine and Applied Arts, New York City.

Pecker, Max, from graduate student, Teachers College, to teacher of orchestra preparation, Public Schools, New Brunswick, N. J.

Penn, Mary R., from art supervisor in the Training School, East Texas State Teachers College, Commerce, Tex., to instructor in costume design and related arts, Margaret Morrison College, Carnegie Institute of Technology, Pittsburgh, Pa.

Peters, Theresa, from instructor, physical education, Teachers College, to instructor, health and dancing, College of City of Detroit, Detroit, Mich.

Peterson, Jennie, from instructor in music, Oregon State Normal School, Monmouth, Ore., to instructor in music, State Normal School, Potsdam, N. Y.

Petrashek, Josephine, from assistant state superintendent, Helena, Mont., to instructor in education, Heidelberg College, Tiffin, Ohio.

Potter, Theodora, from kindergarten-first grade, Rayson School, New York City, to third grade, Rye Country Day School, Rye, N. Y.

Powell, Carol, from instructor in music, Oak Lane Country Day School, Oak Lane, Pa., to supervisor of music in elementary grades, Elizabeth, N. J.

Rankin, Carol, from teacher of French and Latin, Franklin Junior High School, Highland Park, N. J., to teacher of French, High School, Superior, Wis.

Reed, Mary, from dietitian, university clinics, University of Chicago, to director of dining halls, University of Delaware, Newark, Del.

Reed, Nona, from supervisor, grades one to six, public school, Shidler, Okla., to primary supervisor, State Board of Education, Hartford, Conn.

Reynolds, Erma V., from dean of women, Colby College, Waterville, to head of French department, Northfield Seminary, Northfield, Mass.

Riggs, Stanley C., from instructor in history, Maryland State Normal School, Frostburg, Md., to teacher of history, High School, Elizabeth, N. J.

Robinson, Ruth J., from academic work, grades three and four, Winbrook Private School, White Plains, N. Y., to third grade work, Public Schools, Bronxville, N. Y.

Rodger, Frances A., from teacher, kindergarten, public school, La Crosse, Wis., to senior teacher, kindergarten, New Orleans Nursery School, New Orleans, La.

Roeser, Johanna, from practice teacher, Hudson River School, Hastings, N. Y., to teacher, kindergarten, private school, Erie, Pa.

Rosser, Grace, from instructor, kindergarten and oral English, Ursuline Academy, New York City, to instructor, Public Schools, Cliffside, N. J.

Ruth, Eleanor, from graduate student, Teachers College, to teacher of mathematics, High School, Chappaqua, N. Y.

St. John, Sara L., from instructor, kindergarten, E. J. Brown School, Dayton, Ohio, to director, nursery school, Drexel Institute, Philadelphia, Pa.

Santos, Concepsion, from instructor in Spanish, State Teachers College, East Radford, Va., to teacher of Spanish, Madison Junior High School, Newark, N. J.

Schaub, Anna M., from play-leader, coach and lecturer, Cincinnati Public Recreation Commission, Cincinnati, Ohio, to instructor, physical education, State Teachers College, West Chester, Pa.

Schiller, Mareta, from teacher of Latin, Old Trail School, Fairlawn, Ohio, to teacher of Latin and English, High School, Elizabeth, N. J.

Scott, Esther, from instructor in shorthand, Illinois State Normal University, Normal, Ill., to assistant professor, secretarial science, Armstrong College of Business Administration, Berkeley, Calif.

Scott, Jesse, from instructor in music, Horace Mann School for Boys, New York City, to professor of music education, University of Pennsylvania, Philadelphia, Pa.

Selby, Lowell, from teacher of industrial arts, Junior High School, Columbus, Ohio, to assistant professor of industrial arts, Ball Teachers College, Muncie, Ind.

Seymour, Elsie, from assistant general secretary, Y. W. C. A., Elyria, Ohio, to instructor in psychology, State Normal School, Castleton, Vt.

Shapcott, Edith, from nutritionist, Borden Company, New York City, to manager of shop, Food Craft Shops, New York City.

Shapcott, Mabel, from teacher of Latin, St. Mary's School, Raleigh, N. C., to teacher of Latin, New York Collegiate School for Girls, New York City.

Shepherd, Lucile, from instructor, third grade, Public Schools, Dunellen, N. J., to instructor, second grade, Brantwood Hall, Bronxville, N. Y.

Short, Thelma, from teacher, physical education, Normal School, Chadron, Neb., to assistant professor, physical education, Iowa State Teachers College, Cedar Falls, Iowa.

Silvey, Clel T., from director of music, Austin Senior High School, Austin, Tex., to instructor in music, Illinois State Teachers College, Macomb, Ill.

Sivyer, Henrietta, from instructor in clothing and textiles, University of Tennessee, Knoxville, Tenn., to associate professor, Florida State College for Women, Tallahassee, Fla.

Smith, Margaret R., from assistant dean, State Teachers College, West Chester, Pa., to social director, Martha Cook Hall, Ann Arbor, Mich.

Smith, Walter R., from graduate student, Teachers College, to teacher of physics, High School, Oakland, Md.

Spencer, Paul, from professor of education, George Peabody College, Nashville, Tenn., to superintendent of schools, Peekskill, N. Y.

Spoerlein, Roy A., from teacher, science and mathematics, High School, Friendsville, Md., to teacher of science and mathematics, High School, Coeymans, N. Y.

Stanley, Calvin, from supervising principal, Judson School, Greenville, S. C., to elementary supervisor, State Board of Education, Hartford, Conn.

Stanley, Florence, from supervisor of art, Public Schools, Springfield, Mo., to supervisor of art, Public Schools, Muskegon, Mich.

Stanton, Ermine C., from instructor, private nursery school, New York City, to first grade critic, State Teachers College, Bloomsburg, Pa.

Stauffer, Florence, from teacher of foods, Milwaukee Vocational School, Milwaukee, Wis., to nutritionist, Onondaga Health Association, Syracuse, N. Y.

Stempfle, Evelyn, from teacher of Latin, High School, Savannah, N. Y., to teacher of Latin and English, High School, Malverne, L. I., N. Y.

Stevens Scott, from principal, High School, Scottsville, N. Y., to principal, Public Schools, Milburn, N. J.

Stevenson, Walter B., from teacher of mathematics, Public Schools, Kiowa, Okla., to teacher of mathematics, High School, Westport, Conn.

Stoddard, Paul, from teacher of English, Bulkley High School, Hartford, Conn., to instructor in English, New Jersey Law School, Newark, N. J.

Stone, M. Jessie, from home economics extension worker, State University, Baton Rouge, La., to executive secretary, Child Development Institute, New York City.

Swift, Ruth E., from nursery-kindergarten work, Little School, Scarsborough, N. Y., to director, nursery school, Greenwich House, New York City.

Taylor, Rowena, from teacher of clothing, Union High School and Junior College, Ontario, Calif., to instructor in home economics, Union High School and Junior College, Fullerton, Calif.

Taylor, Verna, from teacher of English, High School, Toronto, Ohio, to teacher of English, Hampton Institute, Hampton, Va.

Tenney, Florence, from instructor, physical education, University of Minnesota, Minneapolis, Minn., to instructor, sports, State Teachers College, Greeley, Colo.

Thalman, J. L., from superintendent, Maywood High School, Maywood, Ill., to principal, High School, Anderson, Ind.

del Norte Theriot, Marie, from teacher of French, Hammond Junior College, Hammond, La., to teacher of French, Junior High School, Highland Park, N. J.

Trumper, May, from state superintendent of schools, Helena, Mont., to head of department of rural education, State Normal School, Geneseo, N. Y.

Van Alstyne, Dorothy, from psychologist, Horace Mann School, New York City, to research psychologist, Institute Juvenile Research, Chicago.

VanderMark, Parthenia, from supervisor of art, Public Schools, Haverhill, Mass., to instructor in fine arts, State Normal School, Glassboro, N. J.

Van Ness, Hazel, from teacher of clothing and costume design, Colorado Agricultural College, Fort Collins, Colo., to teacher of clothing, Stout Institute, Menomonie, Wis.

Vaughan, William E., from instructor, West Tennessee State College, Memphis, Tenn., to head of English department, State Teachers College, Peru, Neb.

Wagner, Lillian, from instructor, kindergarten, Fresno, Calif., to kindergarten critic teacher, Eastern Montana Normal School, Billings, Mont.

Wagner, Ona, from instructor in history, Virginia College, Roanoke, Va., to

dean of women, Heidelberg College, Tiffin, Ohio.

Waterman, Verna, from grade supervisor, Public Schools, Norfolk, Neb., to critic teacher, Ball Teachers College, Muncie, Ind.

West, Neva, from first grade demonstration, primary methods, Concord State Teachers College, Athens, W. Va., to kindergarten critic teacher, State Normal School, Oneonta, N. Y.

White, Laura H., from teacher of English in the High School, Singapore, S.S., to teacher of English in High School, Easton, Pa.

Whitman, Florence, from supervisor, kindergarten department, North Carolina College for Women, Greensboro, N. C., to kindergarten-primary supervisor, Public Schools, Houston, Tex.

Wright, Florence, from teacher of home economics, High School, Avon, N. Y., to teacher of home economics, Public Schools, Elizabeth, N. J.

TEACHERS COLLEGE IN THE NEWS

President Butler Warns of Specialization

When the University entered upon its new academic year, President Nicholas Murray Butler made an address to freshmen which received the attention of all the New York dailies. This account is part of what the *New York Times* carried in its issue of October 2:

"What we need," President Butler declared, "is a common fund of understanding and sympathy and interpretation. We must forego our modern zeal for specialization and fix our minds on the great fund of common knowledge which will give us a singleness of understanding in dealing with our fellows. Goethe said with profound truth that he who knows but one language does not even know that."

If Columbia students today would fail miserably in the entrance examinations of 175 years ago, it is also true that both faculty and students of that day would be unable to pass the tests imposed on the class of 1933, Dr. Butler said. The aims and purposes of the educated gentleman, however, never change, he said, except to grow "fuller" and stronger and finer."

Most people, Dr. Butler continued, take the same attitude toward education as the Yale student who ran from the commencement exercises shouting: "Thank God, I'm educated!" They starve their energies by settling down to the narrow field of their business or profession and permit the impulse of knowledge to die, he said.

"The man who understands is not narrow," Dr. Butler concluded. "He stands on a mountain, on a hill, and looks down on a larger vista and a more profound scheme. The hope of civilization is men who through interpretation are able to see, and having seen, are able to lead, direct and organize new forces which are constantly confronting us.

"Nothing is so useless as mere facts. It does not make any difference whether William the Conqueror fought the Battle of Hastings in 1066 or 6610. But what do matter are the causes which were at work to bring about migrations to England from Northern Europe, overthrow dynasties, and so bring that battle about. Not facts, but factors, are what count in the scheme of knowledge. Interpretation is philosophy.

"We cannot learn in four years of college. Commencement is never an ending. It should never be an ending, but a beginning. This process of enriching and deepening our lives, and interpreting the forces about us, should go on through life. We must read, enjoy intercourse in conversation and letters, travel, listen

to music. We must not exhaust the impulse to knowledge, as so many people do in this age."

Dean Russell Opens Herald Tribune Series

Dean William F. Russell discussed the changes in education brought about by scientific investigation in an article which appeared in the New York *Herald Tribune* of September 29. His article was the first of a series appearing this fall in the Sunday *Herald Tribune* and including a number written by Teachers College faculty members. Dean Russell wrote, in part:

American schools are much better than they used to be. Our teachers are better trained. We have more skillful principals, supervisors, and superintendents. Children go more days, use better books, and are housed in better buildings than ever before. Experimental schools and educational laboratories are discovering and testing new processes which are being widely applied; and investigators, by digging deep, are bringing forth scientific answers to questions that have or should have puzzled schoolmasters for ages. We live in an age of progress in industry, in medicine, in science. Education is no exception.

Strangely enough this is a surprise to most people. Despite the pride of Americans in their schools, their faith in education as a means of national protection and personal advancement, and their willingness to spend large sums of money, it is nevertheless popular to criticize. Politicians point to the good old days of the "little red schoolhouse" and older people say that schooling is not as good as it used to be.

Enthusiastic travelers return from Europe telling of the excellence of foreign education as compared with our own, and certain college presidents, who may not have visited an elementary or high school in twenty years, except to deliver an address when the school is not in session, delight to dwell on the decadence of modern education.

All over the United States there are thousands of men and women who are giving their time to the problems of the advancement of education. Scientists in their laboratories and philosophers in their studies are pointing the way. Demonstration schools are adapting the new ideas to the practical field and administrative officers and teachers are changing their methods in accord. . . .

Modern scientific investigation of the curriculum in spelling shows certain inefficient and cumbersome practices in times past. The first thing found was the general lack of agreement as to the words to include. Spelling books in common use were investigated and they were found to vary as much as 12,000 words in the number to be taught, and sometimes one book would fail to contain half of the words in another.

What words should a child learn to spell? The modern investigator realized that a person has one long list of words that he speaks, another list that he can read, and a third that he uses in writing. Which shall he learn to spell? Obviously the last. And when does the American adult write? Usually he writes when he writes letters. So the investigators set themselves to the task of studying the vocabulary used in letter writing by all sorts of children and adults. They borrowed the letter files of bankers and farmers, merchants and preachers, teachers, housewives and clerks; counted the words that were used and the number of times they were repeated.

The interesting discovery was that there were less than 3,000 different words that occurred five times or more by the million and only a little over 4,000 that occurred three times or more. Yet some of the largest of the old-time spelling books failed to contain many of the most frequently used words; and it was plain to be seen that for years children had been painfully forced to spend their time learning to spell words that they were never to use in later life, to the exclusion of words that they might need every day. . . .

Investigators took the 4,000 words, arbitrarily divided them into four lists, wove them into a little story, and then sent them to nearly 2,000 classes of chil-

dren. The teachers were told that this was a dictation exercise and the children were asked to write as the teacher read. The papers were then collected and forwarded to the investigators.

The investigators then trained clerks to check the spellings and misspellings of each word; and after much labor and the expenditure of over $10,000 the list was rearranged in the order of difficulty as measured by the spellings of some 60,000 children. This gave a clew as to the order in which the words should be taught.

Context spelling, or spelling in a sentence as we write (hence as we need to spell after we are grown) proves to be a different problem from oral spelling that we used to do in the "spell-down" contests. . . .

Similar attempts have been made in almost every subject of study. Arithmetic tries to emphasize those aspects of the subject people use. And many of us encumbered our minds with cube root, pounds, shillings and pence and other lumber never used. Special vocabularies are now included in the beginning books in Latin, French and German, which include those words that are most needed. There have been literally thousands of investigations bearing upon some phase of what shall we teach; and thousands more must be made. . . .

More has been discovered in the last twenty-five years than in generations before; and everywhere your children and mine are getting the benefit. . . .

Professor Cox Suggests New Kind of Museum

The *Brooklyn Eagle* in a recent issue carried an interview with Professor George J. Cox, who commented on our "unlovely civilization," and suggested remedies.

Oh, for the creative wand of the modern designer!

This is the lamentation of George J. Cox, professor of the fine arts at Teachers College, Columbia University.

Your package of cigarettes, the telephone booths, filling stations, street signs and everything else that "clutters up our unlovely civilization," standardized and produced in the mass as they are, are simply crying out for the creative wand of the modern designer.

Yes, science has been bustling with activity, producing new colors, textures, and a wider range of materials from unbelievable sources. "But there seems to be little disposition on the part of craftsmen and designers to show like energy in their utilization," Mr. Cox finds, "or on the part of the consumer to demand such activity."

And the result is that "we still await the advent of art in everyday life, the only place where it really matters. We are surrounded by a rich confusion of necessary or, rather, unavoidable things that exert subtle power through their ceaseless repetition, and these things remain devoid of beauty or even comeliness."

"Who has seen a decent looking newspaper or a presentable Sunday supplement or magazine?" Mr. Cox asks. "A rag bag usually has more organic unity."

Begin this belated correlation between art and machine craft in the little things is what Mr. Cox urges, and then step by step work up to the larger ones.

"Every cigarette package might have an aesthetic kick on the outside—whatever its contents. Every carton and wrapper might be bright and beautiful instead of beastly. Every bottle of ink or beer or bicarbonate could possess a shapely form and a lovely label. From such we might progress to street signs, lighting fixtures, telephone booths and filling stations—to everything, in short, that clutters up our unlovely civilization and which must be standardized and produced in mass."

The trouble, as Dr. Cox points it out, is that what correlation there has been between art and handicraft has been worked out with too much skill, and the result has been twofold: A mistaken emphasis on museum study and a reluctance to admit that conditions favoring the arts and handicrafts have radically changed.

And while Mr. Cox believes in museum study, he says that the things we see in museums exert a subtle influence and the sentimental projections of those bygone arts and crafts have a power to mold, and even distort, our thoughts. The most forward-looking student, standing before the matchless products of the past feels his creative fibers sag.

"Healthy iconoclasm gives way to pious conservation, and however admirable such conformity may be for directors and curators, it is not altogether desirable for art students. Promising heretics subside into patient worshipers, gifted youngsters grow up to spend their energies embalming arts that are exquisite but dead, and end as timid resurrectionists when they should be rolling up their sleeves to assist the new birth."

While this may smack of overstatement, Mr. Cox added, he pointed to the countless reproductions, adaptations and hybridizations that have the stamp of museum work in our life to-day—"A Gothic credence is made over into a radio cabinet; an Italian prie-dieu serves as a model for an umbrella stand. One of the dozen world's fastest trains, going sixty-five miles per hour, whirls along a Jacobean dining car and an Adam drawing-room. The latest giant of motor-driven liners has a salon that is an obvious understudy of the Vatican loggias; by the same process of correlation we may expect the airships of the future to show interiors resembling Roman baths."

The remedy? "The only constructive suggestion I can offer is that to every museum we should add a temporary annex," said Mr. Cox. "In this should be housed specimens of everyday things; things made and used by the billion, pill and match boxes, bath taps, telephone booths, traffic signals, gasoline pumps and automats." He did not urge a preference for these modern things and neglect of the old manuscripts, Gothic statutes and all that, "but we are forced to look at them all our lives and it is high time they were made in more comely forms."

"Having installed our annex and filled it for the price of one dubious Old Master, our correlation may begin. Each art student should be tempered by being exposed to old and new alternately. Directly a pupil showed signs of becoming softened by contact with the antique, he should be plunged into the annex until a certain firmness is re-established. When a fair degree of flexibility is attained, museum study should alternate with work in a factory, dreaming with doing, pleasure with pain. Under such a system the design of our utilities would soon grow in beauty—and the genuine handicrafts be freed to expand in their rightful fields."

Men Won't Work for the Price

When Professor J. R. McGaughy was quoted by the press recently as saying that the only way to get more men teachers into the schools was to pay men more than women, even though they did no more work and no better work, he said something that caused numerous editorial writers to express their opinions. Under the caption quoted above the *Dallas* (Texas) *News* declared:

Dr. McGaughy has completed a study of the situation in New York State, where the law orders a single-standard wage for men and women in state schools. He says that it results in the waste of money.

In the elementary schools, he admits, there is no harm done, since the women have about taken over the work there, anyhow, and salaries are at about the economic level. But in high schools the men won't work for the money that will satisfy women, with the result that added salaries have to be fixed to attract them. This means that the women are paid like salaries—or a premium over and above what they receive for a similar grade of work in business or other professions.

The professor means that if New York could go into the open market and buy its teaching talent it could get its women teachers cheaper than it is now

getting them. That is obvious. It is probably the reason the statute exists.

The *Kansas City Star* of September 10 pointed out:

The issue is not the desirability of more men teachers, especially in the upper grades and in high school, but rather the means to be employed in getting competent men into the field and keeping them there.

The fundamental situation, of course, is economic. Large numbers of women have been attracted to teaching, not only because of the nature of the work itself but also because of the fact that often better pay was to be had with that occupation than with some other. This has tended to hold down the pay of teachers and to make the field unattractive to ambitious and competent men. What adjustment should or can be made, with the welfare of American youth primarily in mind, is a question not only for the educational authorities but for the public in general.

The *Newburyport* (Mass.) *News* commented:

There is something to be said on both sides of that problem. . . . Laborers on whom so much depends for the future of the race, such as teachers, ought not to be treated on a supply and demand basis, but should be paid an adequate and dignified salary. There are, however, sociological problems involved—the presumable support of a family by a man, with the counter question whether women, too, do not in most cases have to contribute to others' support—which are more to the point. We incline a little still to the belief that men should have the greater pay; but we can say with surety that Professor McGaughy's views on the over-pay of women teachers are by no means popular with a class of workers to whose faithfulness every community is most deeply in debt.

Dr. Monroe Returns from Russia

"Home work" for Rusian school children consists in educating parents and adult neighbors in "anti-religion, in antagonism to the capitalistic nations of the world, and in the principle that every one must do socially useful work," a news story in the *New York Times* of August 22 quotes Dr. Paul Monroe, recently returned from Russia, as saying. It follows:

The undertaking of the Soviet Government to insure its permanence by educating the entire population of Russia, adults as well as children, was described here yesterday by Professor Paul Monroe.

As director of the International Institute for Educational Exchanges, he has just returned the visit made to Columbia University last year by Dr. Albert Pinkevitch, president of the Second Soviet University of Moscow, who was sent here to study American methods.

Professor Monroe said his reciprocal study of Russian education took him from Moscow to Asia Minor and showed the Gary (Ind.) system of spending part of the educational time in schools and part in factories, offices and political headquarters was the basis of the Soviet educational program, and that the Soviet educational objective was the American standard of living.

He said that the organized homework of the Russian children is to educate their parents and adult neighbors in "anti-religion, in antagonism to the capitalistic nations of the world and in the principle that every one must do socially useful work."

To provide the teaching staff required in this enormous educational system, Professor Monroe said, the Soviet Government is using the cultured classes of pre-revolutionary Russia, mostly wives who survived their husbands and who are grateful for a chance to earn a living enlightening the masses they once neglected.

The only apparent factor of instability in the Soviet administration at this stage of its evolution, according to Professor Monroe, is transitional economic distress and food shortage; and in this connection he said: "One of the factors

of greatest immediate importance in staving off that danger to the Soviet Government is the assistance of American big business."

"A great deal of American attention is devoted to the professors who are taken with the idealism of the Soviet principles, and to laborers who are taken with the Soviet welfare work for the masses," Professor Monroe continued, "but the real support of the Soviets in their current economic difficulties comes from the enormous extensions of credit and developments undertaken in Russia by the General Electric Company, Henry Ford, the American Harvester Company, the United States Steel Corporation, the oil companies and such great interests."

Politically, the Soviet Government has a strong hold on the Russian people, according to Professor Monroe, principally because of its welfare work.

"The one constructive feature of the Soviet administration which we fail to realize here," he said, "is the genuine interest of the government in the masses of the people, and the things that are being done by its teachers to raise the standard of living, particularly in the rural sections where nine-tenths of the population is located and where it has been totally neglected in the past. I really believe the Russian masses are better off now than they ever were under the pre-revolutionary régime, as a result of the educational campaign of child care, sanitation, enlightened agricultural methods and such welfare work.

"Aside from the welfare instruction the Soviet educational administration makes no attempt to deny that the culture it disseminates is propaganda to insure its permanence. The Museum of the Revolution in Moscow, for instance, with teachers as guides, presents four or five centuries of Russian history in such a way that it is difficult to go through it without being converted to the necessity of the Revolution.

"For the political enlightenment of the Russian people, every rural village has a cultural centre where world news is presented by the local teachers.

"I was there on May 1 and found that every disturbance in the outside world in celebration of the International Labor Day was presented to the Russian people as a great communistic uprising. Theatres and operas and every social agency are organized to educate the people in this way while they are being taught to read.

"Anti-religion is one of the chief school subjects, and courses and exhibits are arranged to replace the pre-revolutionary theology by the theory of evolution and a belief in science. A recent test of Soviet school children showed 35 per cent had no belief in God.

"Further, although American efficiency is the aspiration and had been adopted, together with the bonus system for speeded production and overtime, the Soviet school doctrine of antagonism to capitalistic nations is that labor under the American capitalistic system is living in abject slavery. The Soviet educational system, on the other hand, organizes even the leisure of the population but justifies this with the argument that it is still in the state of tutelage which must precede the perfect State."

Gangsters Aged Three

A behavioristic study of small children being conducted by the Child Development Institute of Teachers College, described by Wayne Parrish in the New York *Herald Tribune* of September 9, has brought forth numerous editorial comments of which the following, from the *Knoxville* (Tenn.) *Journal* of September 19, is typical:

An institute being conducted by Teachers College, Columbia University studies the preschool gang as the possible genesis of a factor of ill as the years go on.

Beginning with tiny tots of three years of age, boys and girls together, including the small sons and daughters of artists, educators, policemen, small shop keepers, and the like, the observers have come upon the facts of definite and persistent grouping and of evident leadership on the part of one certain child in the special gathering of children under observation.

Whether such leadership as is being developed in this one boy necessarily tends toward rowdyism and crime, or may not, perhaps, have good in the instinct and heart of it, the conclusions published do not make plain.

But according to the plan now developed, this youngster of three or four, called Roddie in the story, is to be under the peering eyes of the scientists through all his childhood and school days, with his parents, his home influences, his heritage, and schooling an open book to the psychologists but the fact that all of this is being done is kept secret from the boy himself and from all who know him.

Whether or not the boy's own bent, whatever it is, will be allowed to take its course, or will be passed upon by good influences, we are not told.

But it will be a valuable story that comes of it some twenty or more years from now, and even more valuable if supplemented by some record of the children whose early wills fell under the dominance of this stronger one, but who may have themselves come into the faculty of leadership as often happens as the years go on.

Dr. Hosic Urges Specialization in Elementary Schools

When Professor James F. Hosic's study, "The Coöperative Group Plan" was published recently by the Bureau of Publication of Teachers College, his assertion that the general teacher system is out of date caught the attention of the newswriters. A glimpse of his point of view is given in this story from the *Christain Science Monitor* of September 23:

The general teacher of elementary school education should be supplanted by the specialist, according to Dr. James F. Hosic.

"There is no scientific basis for the present custom of assigning 40 children to one guide and helper, for a semester or a year, in all classroom activities," he continued. "The practice evidences tradition, not scientific management. Its validity seems never to have been investigated, although common sense is against it. At home the child enjoys the companionship, care and direction of two parents and often additional relatives. The very fact that every person is individual means that each one of us has something different to contribute to the growing child's experience. The child should not be deprived of these contacts in school."

Dr. Hosic suggested that the distinction between "curricula" and "extracurricula" should not be applied to the modern elementary school program. Art, music, dramatics, cookery, dancing, school publications and other so-called "extracurricula" activities are no longer to be regarded as fads and innovations, he said, but they are as fundamental as the traditional classroom courses.

"The teachers will constantly join forces in guiding the activities of the pupil," he continued, "each teacher contributing as she can from her special field. The children will do more than 'pursue' courses; they will learn how to live."

Getting Up in the Morning

Way back in the spring Dr. J. F. Williams startled the nation when he attacked alarm clocks, morning exercises and other ritual dear to the hearts of physical culturalists. Newspapers the country over front-paged his heresies; editorials by the hundreds added to the argument he started. One of the memorable editorials appeared in the *Waterbury* (Conn.) *Republican*. It's a trifle old (our fault in not printing it earlier) but too good to forget:

The longer we follow the debate started by Dr. Jesse Feiring Williams when he assaulted the alarm clock and the daily dozen, the more we are inclined to sympathize with Dr. Williams' opinion. The shocked alarm, the outraged dignity, the pitying righteousness

of those who have resented his attack all bespeak the reaction of the priests of a safely intrenched cult. Not spring out of bed at the blare of a bell, gasp under a cold shower, and then tie yourself into knots for 10 minutes? But these, doctor, are sacred rites of orthodoxy!

Maybe they are, but the heterodoxy of to-day is the orthodoxy of to-morrow. Too long has the American public been ruled in this matter by the bathroom and gymnasium fixture manufacturers, the influence of stereotyped and unthinking army practice, and the gospel of the health publicists who must say something at regular intervals and hence can't advise the simplicity of natural behavior. Dr. Williams is the Martin Luther of physical education. Go back to the book of nature, he urges and get up in the morning after the manner of a dog or any other lower animal. Don't be kicked into the day: enter it leisurely and gently, warning up to its burdens gradually. Do we not ease even our motor cars into high gear?

It is 6 o'clock. The sound sleep of night gives way to lighter slumber, broken by periods of half wakefulness as noises of day penetrate the consciousness. Thus one dozes for an hour, with the periods of wakefulness growing gradually longer and stronger until they coalesce, and one is wholly awake, but still motionless. Then one yawns, and stretches first one muscle and then another, until all have been rescued from petrifaction. After half an hour of this one rises gently to a sitting position on the edge of the bed and slowly begins to dress, stopping often to meditate or gaze out of the window. One shaves with equal tranquility, and the only cold water that one encounters laves the face. About 8 o'clock one meanders to the breakfast table and serenely consumes his waffles. Breakfast is followed by a short rest on a couch or in a comfortable arm chair. Then one is ready for the fray, properly ready and not due to be all in about 11 o'clock as so many of the alarm-clock, cold-bath, daily-dozen fraternity are.

That is the way to get up in the morning. More power to Dr. Williams!

Incompetent Teachers

This is the heading carried in the October 8th issue of *The Nation* over a letter written by Walter H. Galloway and inspired by newspaper accounts of a study made at Teachers College by Dr. Manly H. Harper—a study which revealed the great majority of teachers as being reactionary in matters economic, moral, social, religious, and political. Here is the letter:

As head of a department in a teacher-training institution my task is helping to prepare teachers for the elementary schools. These teachers make up 60 per cent of those who answered Professor Manly H. Harper's questionnaire, which you commented upon in the issue of *The Nation* of July 24.

When you say "they [teachers] are in the main inconsistent, muddle-headed, willing to ignore facts, ignorant of the progress of history and science, and completely subservient to constituted authority" you make a statement which, in my opinion, is absolutely true of the large majority, the 60 per cent. Why may we apply these harsh adjectives to the elementary school-teacher? The answer to this question may be found, in part, if we consider the sort of person who becomes an elementary school-teacher and review a few characteristics of the professional training of elementary teachers.

At the institution where I am employed the typical entrant is a girl seventeen years old, rather frail in physique, mediocre in intelligence, and lacking in social adjustment. She has graduated from a small high school, her knowledge of subject matter is rudimentary and scrappy. She is not sure of the difference between except and accept and she says "he don't." She has been born and brought up on a farm. Her life has been economically insecure and intellectually sterile. The livelihood of the farmer and his family is at the mercy of frosts, pests, and markets. Real money is a novelty. The yearning of a

girl (and boy, too,) under such circumstances is for escape from this economic uncertainty. Going to normal school offers the desired escape. At the end of the three-year course, tuition and books free, lies a teaching position—$1,200 a year! No more drudgery, no more privation, no more debt. So this girl thinks and so her family thinks. Sending their daughter to normal school is often the vicarious satisfaction of the parents' thwarted ambitions and social longings. In many cases the family regard such a course for their daughter as an investment from which they expect (and usually get) some financial return.

The consuming desire for economic and social security and the fear of failing to attain it lead to almost unbelievable submissiveness in these students preparing to be teachers. Unreasonable academic demands, courses with antiquated content or devoid of intellectual substance, even personal indignities, will be "swallowed" lest protest, independent thinking, or complaints imperil the chances of getting a job. Such submissiveness in students invites pompousness and bullying in some of the teachers on the normal school faculty; hence develops a vicious circle. Further consequences of this situation are an exaggerated emphasis on personal relations between students and faculty members, politics, and flattery. The places of honor in student organizations go to those students who have stood closest to the faculty advisers, and have been most "helpful and coöperative," i.e., most submissive. Recommendations for a teaching position, when not based on personal appearance, are based largely on this "helpfulness."

After graduation a few students gain their intellectual and social equilibrium but the habits of submissiveness, of order-seeking, are so deeply incised in most of them that when they become teachers in the field they keep on thinking "helpfully," as Dr. Harper has revealed in his questionnaire. Here we see one of the interesting paradoxes of American life: we "intrust the task of making better citizens out of our children than we have been" to young girls, many of whom are economically, socially, and intellectually inferior to the children they are teaching.

What is the cause of this situation? some one may ask. The cause is not educational primarily, it is essentially economic. As long as economic insecurity characterizes elementary schoolteaching, just so long will teachers be recruited from the ranks of the followers, the yes people, the self-seekers. "I'll do anything, think anything, believe anything," pleads the teacher, silently and sometimes orally, "only don't fire me." As long as the dominant emotion of a teacher is fear of losing her job, fear of a return to drudgery and privation for herself and members of her family which might result from losing her job, so long will she be "inconsistent, muddle-headed, willing to ignore facts, ignorant of the progress of history and science, and completely subservient to constituted authority."